DOCUMENT RESUME

ED 125 172 EC 090 340

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TITLE Supplementary Services and Guided Instruction for Graduates of High School Special Education Programs. Report and Evaluation of Project SERVE (Year 1).
INSTITUTION District 1 Technical Inst., Eau Claire, Wis.
REPORT NO 01-0003-151-145
PUB DATE Jan 76
NOTE 41p.; Not available in hard copy due to marginal reproducibility of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Academic Achievement; *Educable Mentally Handicapped; Exceptional Child Research; *Followup Studies; Job Placement; Mentally Handicapped; Post Secondary Education; Program Design; *Program Effectiveness; Social Adjustment; *Student Evaluation; *Vocational Education
IDENTIFIERS *Project SERVE

ABSTRACT

Presented are the results of a follow-up study conducted to evaluate the effectiveness of Project SERVE, a program designed to provide post high school vocational training for 13 educable mentally retarded (EMR) students. Outlined in an introductory section are a statement of the problem (total absence of post high school programming for the more capable EMR adolescent), program objectives (including providing an opportunity for job placement), and activities and procedures (in the areas of auto mechanics, child care assistance, and quantity foods). The factors on which the study of participants concentrated are listed as academic progress during 1 year, program completion status, occupational placement, educational progress of Ss continuing in a second year of training, and social and emotional progress before and after project involvement. The remainder of the document is comprised of tables showing the academic, occupational, social, and emotional progress of each student. (SB)

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U.S. DEPARTMENT OF HEALTH,
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NATIONAL INSTITUTE OF
EDUCATION

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REPORT AND EVALUATION OF PROJECT SERVE
(YEAR 1)

Funded Under Vocational Education Amendments of 1968

as

Federal Project 01-003-151-145

(Supplementary Services and Guided Instruction for Graduates of High School Special Education Programs)

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Instructor - Project SERVE

and

Wayne Atkins
Assistant Director for Research and Planning

January 8, 1976

EC 090 345

BEST COPY AVAILABLE

SPECIAL ACKNOWLEDGMENT

Area Vocational, Technical and Adult Education D strict One wishes to express special acknowledgment to the following agencies and individuals without whose encouragement, interest, and cooperation this project could never have materialized:

1. The State Division of Vocational Rehabilitation (Eau Claire Office) for their financial support of both the special education student and of the evaluation and testing process.
2. The CESA 5 and CESA 6 agencies for their cooperation and assistance in organizing and initiating Project SERVE.
3. The many special education teachers within VTAE District One who have contributed their time and energy.

In addition, we would like to especially express our appreciation to the following individuals who have served on the advisory committee for Project SERVE:

George Heinemann, Director of Special Education, CESA 5
Ken Hobbs, Consultant/Supervisor, Special Education Dept., CESA 6
Bernard Holler, Professor of Special Education, UW-Eau Claire
John Leadholm, Principal, Osseo High School
Emmett O'Brien, Counselor, District One Technical Institute
Donald Pittman, Junior/Senior High Principal, Durand Unified Schools
Robert Rau, Special Education Teacher, North High School, Eau Claire
Alverna Robinson, Consultant for Handicapped, Dept. of Public Instruction
Perry Smith, Director of Special Education, CESA 6
Michael Stacy, General Education Supervisor, District One Technical Institute
Jim Stowell, Supervisor of Special Education, CESA 5
Ricardo Walker, Department of Vocational Rehabilitation, Eau Claire

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PART I

INTRODUCTION

The purpose of this report is to determine the extent to which the objectives set forth in the proposal were achieved. This proposal was submitted in April, 1974, to the State Board of Vocational, Technical and Adult Education as project #01-003-151-145 in an effort to obtain funding under the Vocational Education Amendments of 1968 with which to conduct this program.

Notice of funding at a ratio 90% federal/10% local was received in early June, 1974, and the project was implemented beginning in August, 1974. It represents a pilot project within the State of Wisconsin, in that it is the first attempt to provide "regular" diploma level post-secondary education to individuals who have this particular type of handicap.

District One decided to initiate this project after substantial encouragement was received from various special education teachers and consultants from surrounding secondary schools, CESA 6, Regional Education Center Area "C" and the Department of Public Instruction. Additional background in the form of the proposal abstract, statement of the problem and manner in which it was identified, and statement of specific objectives are to be found on the following pages.

Project No. 01-003-151-145
Supplementary Services and Guided Instruction for
Graduates of High School Special Education Programs

2. Narrative Section

a. Abstract

This project is aimed at providing the necessary supplementary services which will be required by Area Vocational, Technical and Adult Education District One in order to attempt to provide post high school vocational training for a highly select group of students who have graduated from various high schools within the district under the special education programs which have been provided therein. The selection referred to above would result in a group of students who would be classified as educable mentally retarded according to criteria set by the Department of Public Instruction, Division of Handicapped Children.

Through the employing of a certified special education teacher, these students will be offered a modified vocational program with tutorial service to assist in this training and the basic skills areas as dictated by their own achievement level. This will be in conjunction with and complimentary to all guidelines and standards set forth by the appropriate District One program guidelines.

b. Body of the Proposal

1) Statement of the Problem

a) The major problem leading to the development of this project is that, at this time, there is a total absence of post high school programming for the more capable educable mentally retarded adolescent in the District One area. While some of these students have successfully entered and completed a program at District One, their transition and program could have been more fruitful if supplementary service had been offered.

b) The problem was identified through referrals to the directors of special education working within the District One area. These directors in cooperation with the supervisors of special education, Department of Public Instruction have initiated through the Title III Regional Education Center Area C, their concerns and interest for meeting the needs of these students as presented above. Therefore, through the Title III project, initiation of a priority objective for delivering some type of post high school program was developed and approved. The above mentioned referrals have been made by the following individuals and/or agencies:

(1) By parents and parent organizations (Appendix A).

(2) Referrals by teachers and psychologists to the CESA special education director (Appendix B).

(3) Requests from the Department of Public Instruction for formal consideration in this area (Appendix C).

(4) Interest through the Regional Education Center Area C (statement of the objective as presented in the Title III project and a letter on behalf of the policy committee). Note particularly the study which was conducted by the Department of Public Instruction which is attached to the letter from Mrs. Alverna Robinson, Supervisor of Programs for the Mentally Retarded, Department of Public Instruction.

2) Objectives

a) Inasmuch as this will be a pilot project at least with respect to the state of Wisconsin, the objectives which are listed below must be classified at this point as being hypothetical, however, there is some basis for the belief that they should be for the most part attainable. One such basis for this belief stems from the results of a somewhat similar project which was attempted on a much more limited basis and scale at North Central Technical Institute in Wausau during the summer of 1973. It is our intent to identify the direction of behavioral change and depth of vocational competencies both in the area of manipulative and cognitive skills. Bearing this in mind, the objectives of this project are as follows:

(1) All May graduates of EMR Senior High Occupation Adjustment programs shall be evaluated and screened. Ten to 15 shall be identified for program placement at District One.

(2) Ten to 15 of the above identified students shall be programmed into Auto Mechanics, Quantity Foods, and the Child Care Assistant programs for the fall of 1974 and shall be involved in this pilot program with not more than five in each area.

(3) By the end of the project year all of the students involved with the program shall, based on their achievement, have had an opportunity for job placement.

(4) By the end of the project year, the students will have demonstrated improvement in the areas of life skills and social adjustment.

(5) By the end of the project year there shall have been documentation made of teacher attitude as to programming for this student population and any change shall serve as direction for program modification; i.e. teacher in-service.

(6) At the end of the project year, the advisory committee and all staff involved in this program shall meet and recommend the following:

(a) Overview of all data collected during the project year.

(b) Feasibility of continuance.

(c) Major program modifications needed.

(d) Most advantageous way of implementing those modifications recommended.

(e) This committee will make formal recommendations based on the accumulated data to the District Director of District One.

b) Target Population Profile - See attached form, handicapped (VE-VE-7)

3) Activities and Procedures

a) How the objectives will be achieved

The aforementioned objectives will be achieved by a program aimed at insuring an optimal setting under which the target population described above might realize as high a degree of success as their potential would allow in the following training programs:

(1) Auto Mechanics

(2) Child Care Assistant

(3) Quantity Foods

These three training programs were identified by two different groups approaching the matter of identification from opposite ends, that is, the students who represent the potential target population were surveyed (see attached survey and results) with respect to their career choices. At the same time the supervisory staff of the District One Technical Institute working with a listing of 12 vocational programs currently offered at the comprehensive center were asked to study their feasibility in terms of the practicality of incorporating these programs into a project of this type. The result of this study was the identification of seven areas which the supervisors felt might be feasible. It should be noted in this connection that the attitude of the present teaching staff was a most important factor in their consideration.

The result of the student survey and the programs identified by the supervisors pointed toward the three above named training programs as being the most amenable to the objectives of this project. The decision to base this project on these three training programs came as a result of a meeting of the Joint CESA-District One Committee held on November 26, 1973 (see attached minutes).

The situation which should result in optimal opportunity for success on the part of the students in this program as described above will be generated in large part through the utilization of a certified special education teacher trained in the area of mental retardation with additional background

and experience in the above mentioned vocational areas. A paraprofessional working under the direction of this teacher shall complement the instruction in the specific vocational areas in which the teacher is not familiar. These personnel work cooperatively with the District One staff which provide the following:

(1) Instruction in basic skill areas such as math and English.

(2) Vocational guidance and counseling so as to give direction as follows:

(a) Change in vocational choice.

(b) Limitations and attributes in chosen field.

(c) Placement orientation.

(d) On the job counseling.

(3) Tutorial aid in the vocational areas in which they are enrolled. This is to include the modification and manipulation of instructional aids so as to maximize academic achievement. This teacher will work in a specific training area when it seems advisable and prudent by both teachers, i.e. special education teacher and specific vocational education teacher.

(4) Schedule to include individual small group and large group instruction and counseling.

(5) There shall be an in-service program for all vocational-technical teachers involved with this project and which includes identification of methodology and procedures for meeting the specific needs of the above mentioned target population.

b) Instructional Project Components

(1) Curricula and instructional materials

The curricular and instructional materials utilized will be the same as for the other students in these selected vocational areas. In addition special adapted materials will be developed to individualize the training programs as needs and abilities dictate.

(2) Number of hours or units

Students will be required to maintain the same hours and standards as are presently required for a vocational diploma, however, those students that do not meet this criteria and have met seemingly their optimum level of performance shall be placed on the basis of identified competencies receiving a certificate or letter of certification indicating the competencies which they have gained.

PART II

HISTORY OF PROJECT

The three training programs which were considered most appropriate for this project were selected jointly by the staff at District One and the high school special education instructors prior to submission of the proposal. In anticipation of possible favorable action on the part of the Project Review Committee of the state staff, the process of identifying potential clients (students) was begun in the late spring of 1974. This identification took the form of preliminary screening by the high school special education teachers within District One and further evaluation through work assessment testing at University of Wisconsin-Stout.

By the end of June, 1974, the special education teacher for the project had been selected and by late July two paraprofessionals had been hired. Also, at about this time, thirteen clients had been admitted to the program. An orientation session was held during the second week in August and on August 19, 1974, these thirteen students began their first day of classes under Project SERVE.

During this first year (1974-75) these students were provided the services as described on pages 3 and 4 of the proposal excerpt included in Part I of this report. During the early part of the second semester, it was decided to resubmit a proposal, seeking a second year of funding in an effort to extend the pilot phase of this project for the 1975-76 year. This proposal was funded at the same federal/local ratio as was the case for year one.

At the time of this report, eighteen students, excluding those from year one who returned for additional training (see Part III), are enrolled in Project SERVE. These students are pursuing occupational training in Quantity Foods, Welding, Child Care Assistant and Auto Mechanics. The structure of the program during its second year is basically the same as for year one, except that two special education teachers, each concentrating in two of the four training areas, are being utilized, rather than one teacher and two paraprofessionals. Welding was also added as a fourth area of training.

PART III

FINDINGS

A follow-up study of the thirteen year one participants was conducted in October of 1975. This study concentrated on the following factors:

1. Academic Progress During Year One
2. Program Completion Status
3. Occupational Placement
4. Educational Progress of Those Continuing in a Second Year of Training
5. Social and Emotional Progress, Before and After Project Involvement

The results of that study have been compiled and tabulated and appear in Tables I and II (A-M) on pages 10 through 23. Table I is designed to present the academic and occupational progress of the students, while the Tables II-A through II-M are designed to show the extent to which each student progressed with respect to certain social and emotional traits. Table I identifies each student (A-M) and his training program and indicates, based on a four point scale*, his academic record in both the major and general education courses by semester. It further indicates the extent to which he completed his training program as well as his placement situation as of October, 1975.

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*A = 4, B = 3, C = 2, D = 1, F = 0

Tables II (A-M) represent a modification of a scale developed by Robert J. Thorndike**, and the extent to which each student manifested the indicated traits at the beginning and end of the project is reflected in the subjective judgment of Ms. Kathlyn Olsen, the co-author of this report. The range between the positive and negative ends of each dimension which is deemed desirable is indicated by the shaded portion of the scale. By comparing the extent to which the "before" and "after" bars extend into the shaded areas, the reader may determine the social-emotional progress as seen by Ms. Olsen.

**See Thorndike Dimensions of Temperament Manual, Robert L. Thorndike, The Psychological Corporation, 1966.

DISTRICT ONE TECHNICAL INSTITUTE
ACADEMIC AND OCCUPATIONAL PROGRESS CHART

Student	Training Program	Semester I					Semester II			Year I	
		Major Area (Ave.)	Basic Comm.	Math	Cum. GPA	Cum. Cr.	Major Area (Ave.)	Occ. Rel.	Voc. Science	Cum. GPA	Cum. Cr.
A	Quan. Foods	3.82	2.00	2.00	3.18	17	Dismissed-Attend.			2.571	21
B	Child Care	1.75	1.00		1.60	15	Withdrew - Illness			1.60	15
C	Child Care	2.58	2.00		2.467	15	2.50	4.00		2.56	39
D	Child Care	2.25	3.00		2.400	15	2.00*	4.00		2.41	29
E	Child Care	1.67**	Inc.		1.33	10	Withdrew - Illness			1.33	10
F	Quan. Foods	3.00	3.00	3.00	3.00	17	1.69	4.00		2.58	34
G	Automotive	2.33	2.00		2.28	18	1.00	3.00	0.00 (Withdrew)	1.67	31
H	Automotive	1.83	3.00	1.00	1.89	18	1.36	2.00	0.00 (Withdrew)	1.63	41
I	Automotive	1.83	2.00	1.00	1.72	18	1.91	1.00	0.00 (Withdrew)	1.77	43
J	Automotive	1.83	Inc.	0.00	1.22	18	1.45	2.00	0.00 (Withdrew)	1.40	37
K	Automotive	(Withdrew about 9 weeks into program)								0.00	0
		0.00	0.00	0.00	0.00	0	---	----	----		
L	Quan. Foods	3.82	3.00	3.00	3.53	17	2.69	3.00		3.15	33
M	Child Care	1.73	Withdrew		1.73	15	1.53	4.00		1.83	35

*Audited 2 courses in major field.
**Includes 1 grade of incomplete.

ACADEMIC AND OCCUPATIONAL
PROGRESS CHART (CONTINUED)

Student	Program Completion Status				Occupational Placement				Continuing Educ. Status
	Rc'd Diploma	Perc. Compl. 75+	25-75	<25	Job Rel. Occ.	Job Unrel. Occ.	Cont. Educ.	Unempl.	9-Week Grade Report
A			X			X			
B			X					X Ill	
C	X				X				
D		X			X				
E			X				X		Fair (D+)
F	X						X		Average (C) 2-Year Prog.
G		X						X	
H		X						X	
I		X					X		Average (C-) 2-Year Prog.
J		X					X		Poor (D-) 2-Year Prog.
K				X				X	
L	X				X***		X		Good (B) 2-Year Prog.
M		X			X***		X		Ave. (C) - Should Grad. Dec., 1975

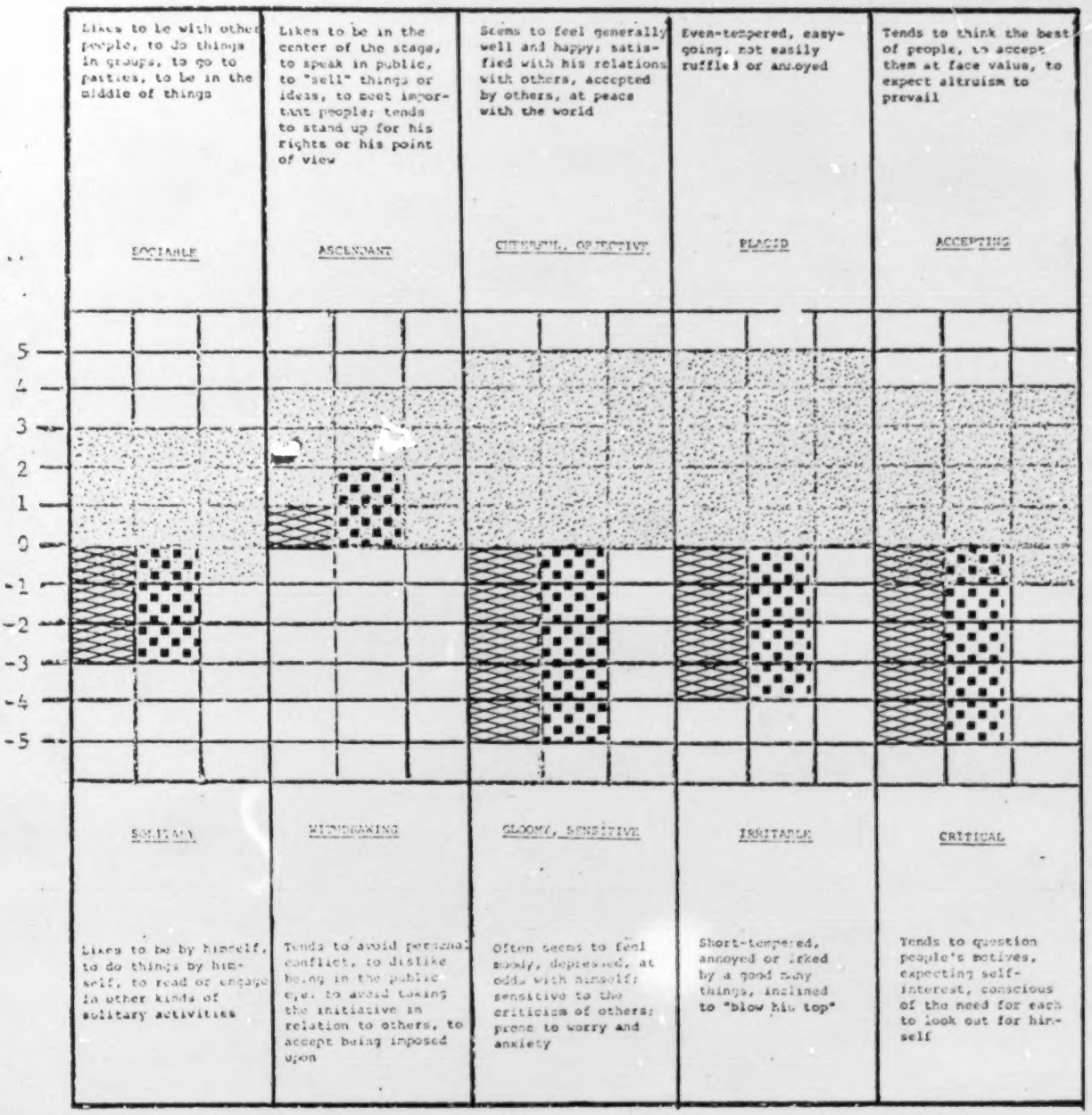
***Placed in related occ. - December, 1975

12/10/75

DISTRICT ONE TECHNICAL INSTITUTE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

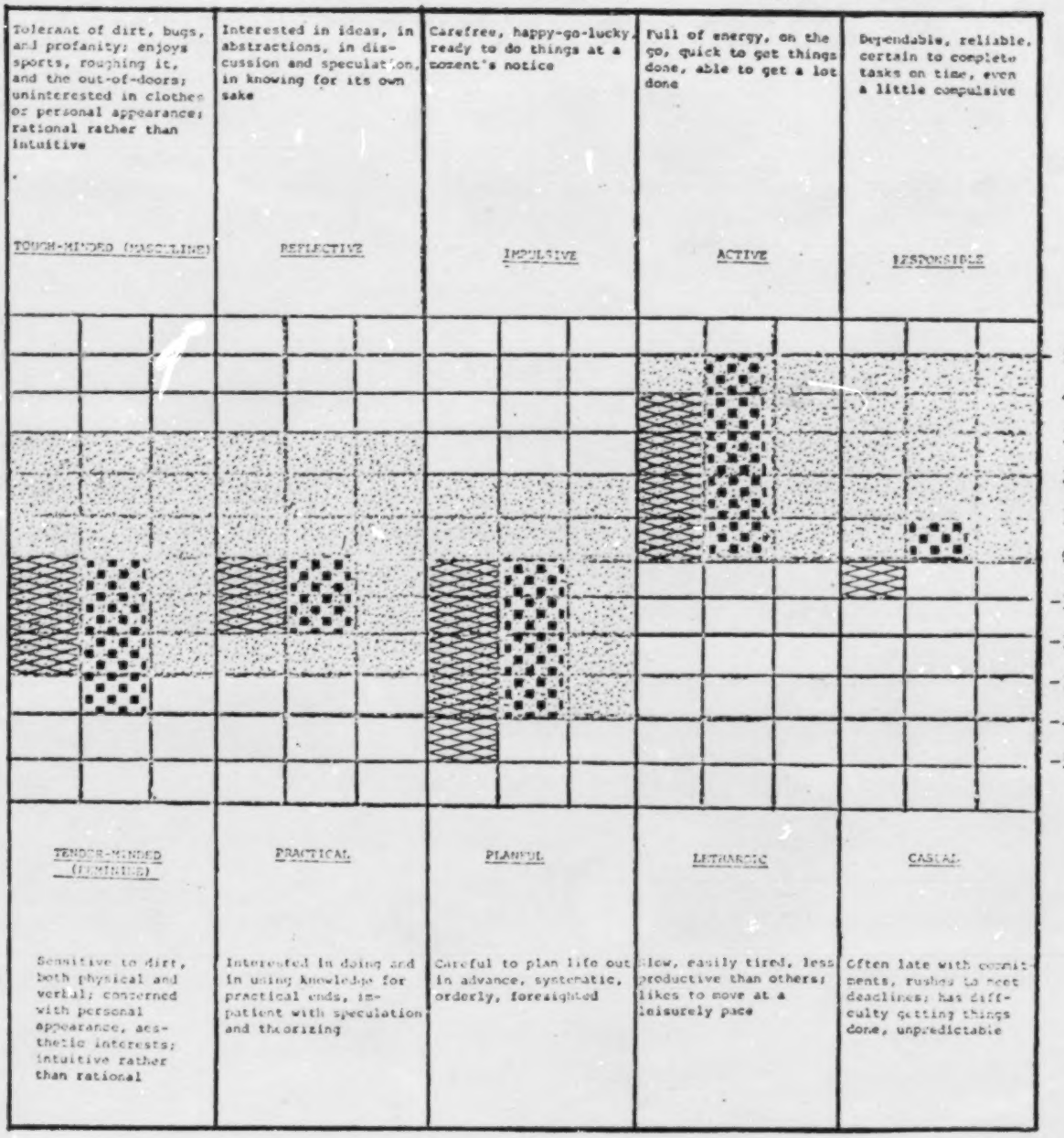
BEFORE
AFTER
DESIRED RANGE

CLIENT A


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OPTIMIST
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
WITHDRAWING
GLOOMY, SENSITIVE
IRRITABLE
CRITICAL
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT A (CONTINUED)

BEFORE
AFTER
DESIRED RANGE

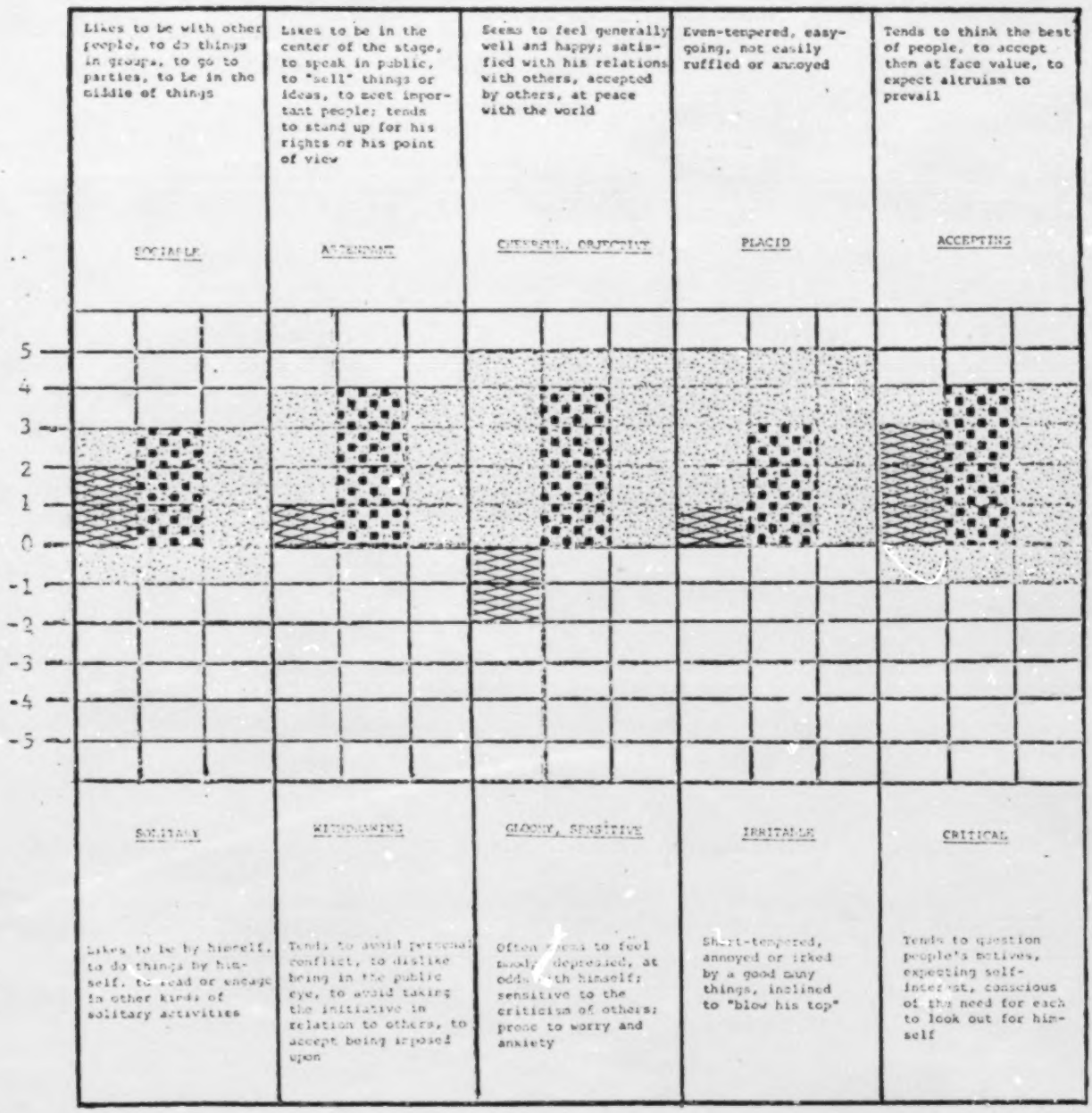

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
5
4
3
2
1
0
-1
-2
-3
-4
-5
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

BEFORE
AFTER
DESIRED RANGE

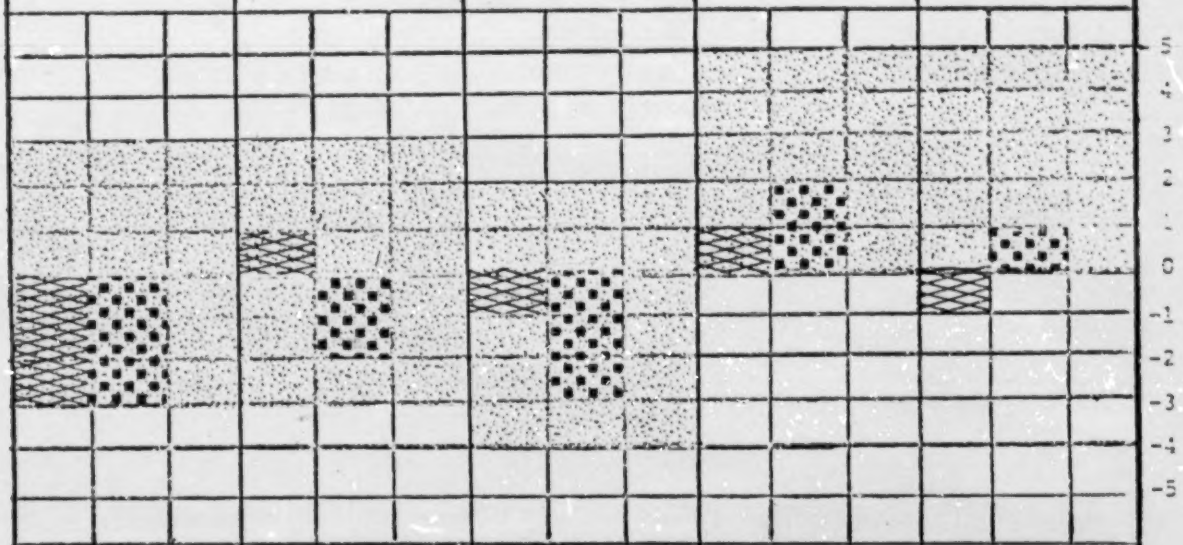
CLIENT B


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASSERTIVE
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OPTIMIST
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel mildly depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT B (CONTINUED)

BEFORE
AFTER
DESIRED RANGE

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive	Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake	Carefree, happy-go-lucky, ready to do things at a moment's notice	Full of energy, on the go, quick to get things done, able to get a lot done	Dependable, reliable, certain to complete tasks on time, even a little compulsive
TOUGH-MINDED (MASCULINE)	REFLECTIVE	IMPULSIVE	ACTIVE	RESPONSIBLE



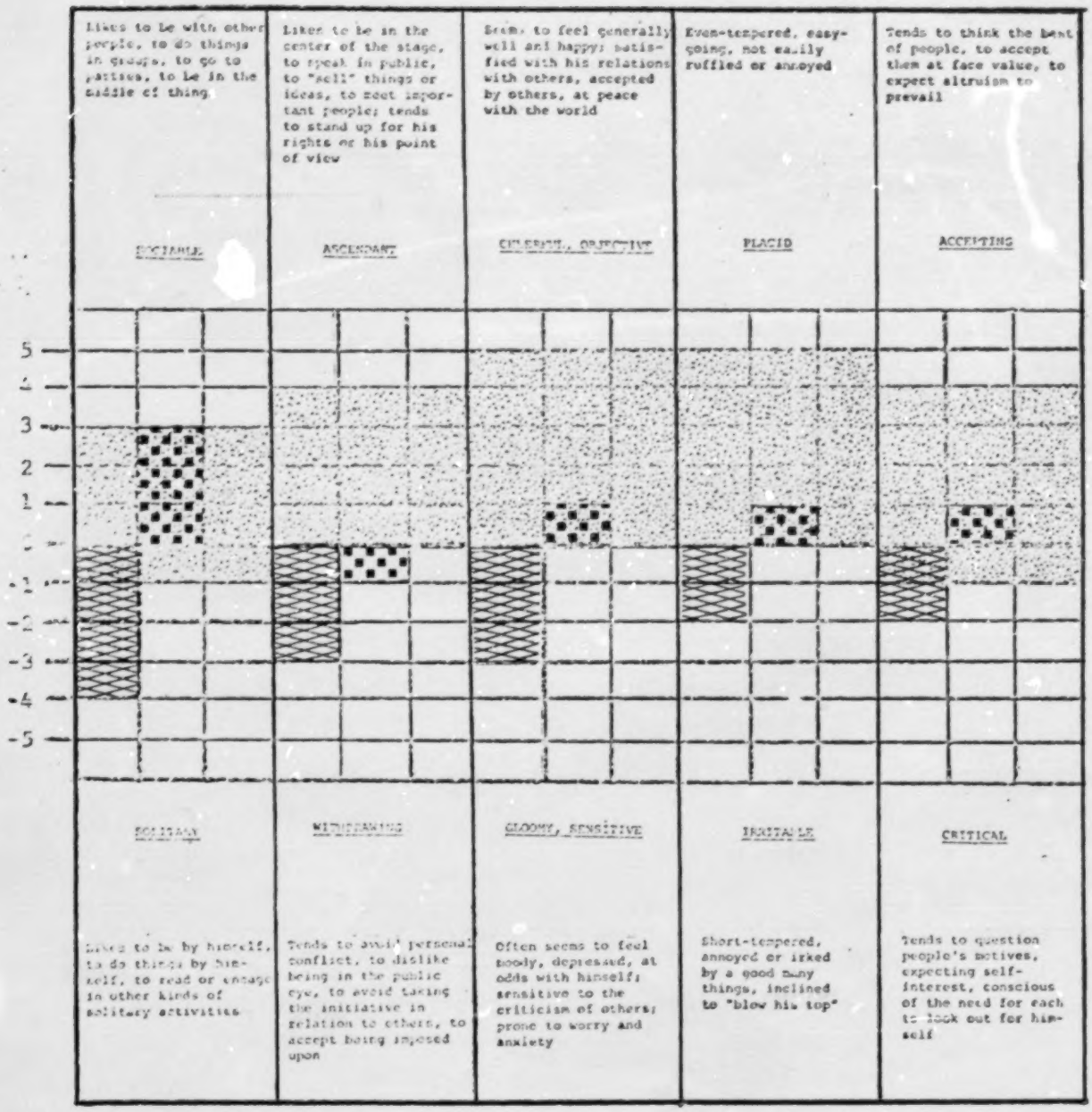
TENDER-MINDED (FEMININE)	PRACTICAL	PLANFUL	LETHARGIC	CASUAL
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational	Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing	Careful to plan life out in advance, systematic, orderly, foresighted	Slow, easily tired, less productive than others; likes to move at a leisurely pace	Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

BEFORE
AFTER
DESIRED RANGE

CLIENT C


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of thing
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT C (Continued)

BEFORE
AFTER
DESIRED RANGE

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive	Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake	Carefree, happy-go-lucky, ready to do things at a moment's notice	Full of energy, on the go, quick to get things done, able to get a lot done	Dependable, reliable, certain to complete tasks on time, even a little compulsive
TOUGH-MINDED (INSECTLIKE)	REFLECTIVE	IMPULSIVE	ACTIVE	RESPONSIBLE
TENDER-MINDED (FEMININE)	PRACTICAL	PLANFUL	LETHARGIC	CASUAL
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational	Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing	Careful to plan life out in advance, systematic, orderly, foresighted	Slow, easily tired, less productive than others; likes to move at a leisurely pace	Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

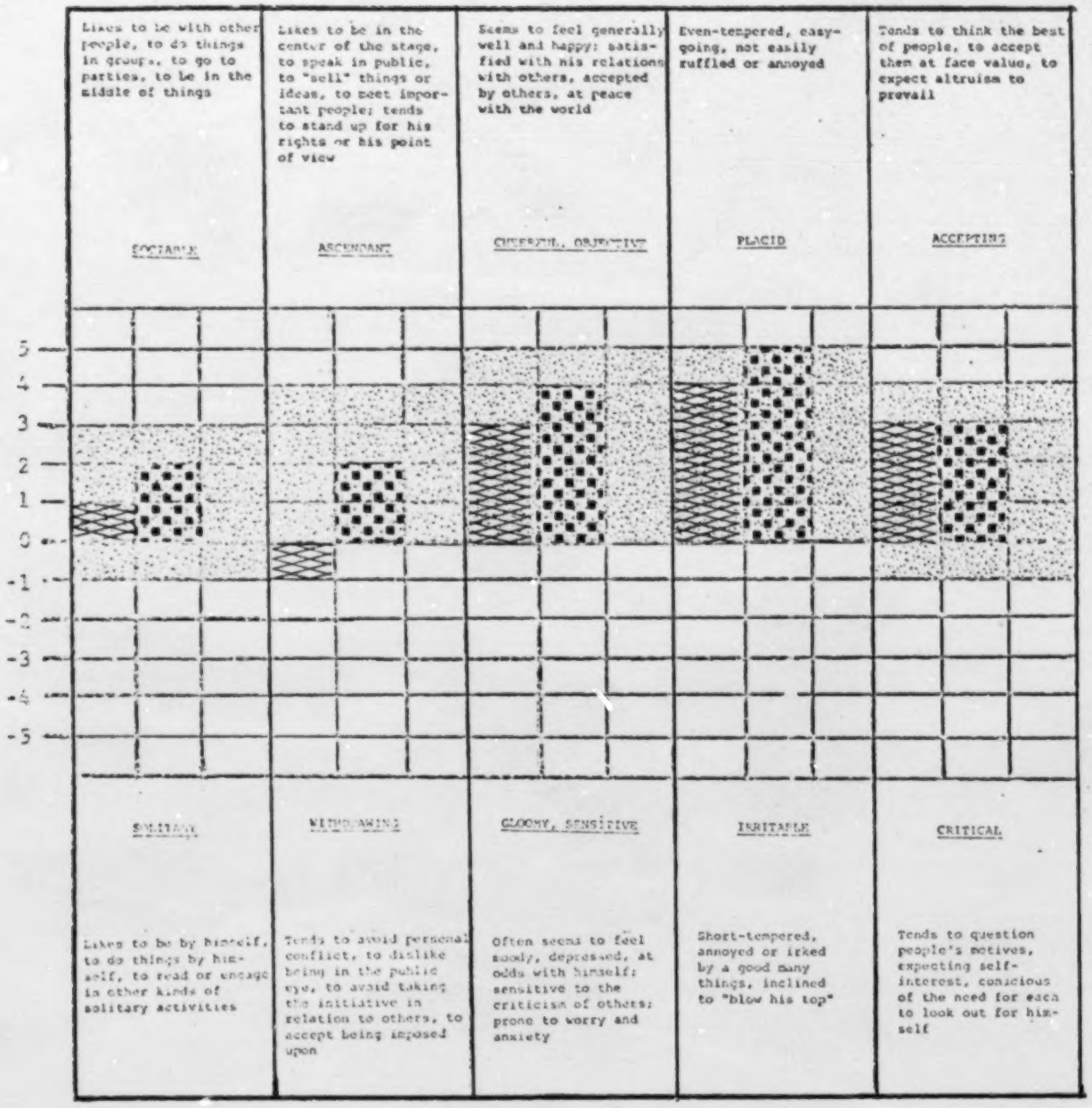
5
4
3
2
1
0
-1
-2
-3
-4
-5

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

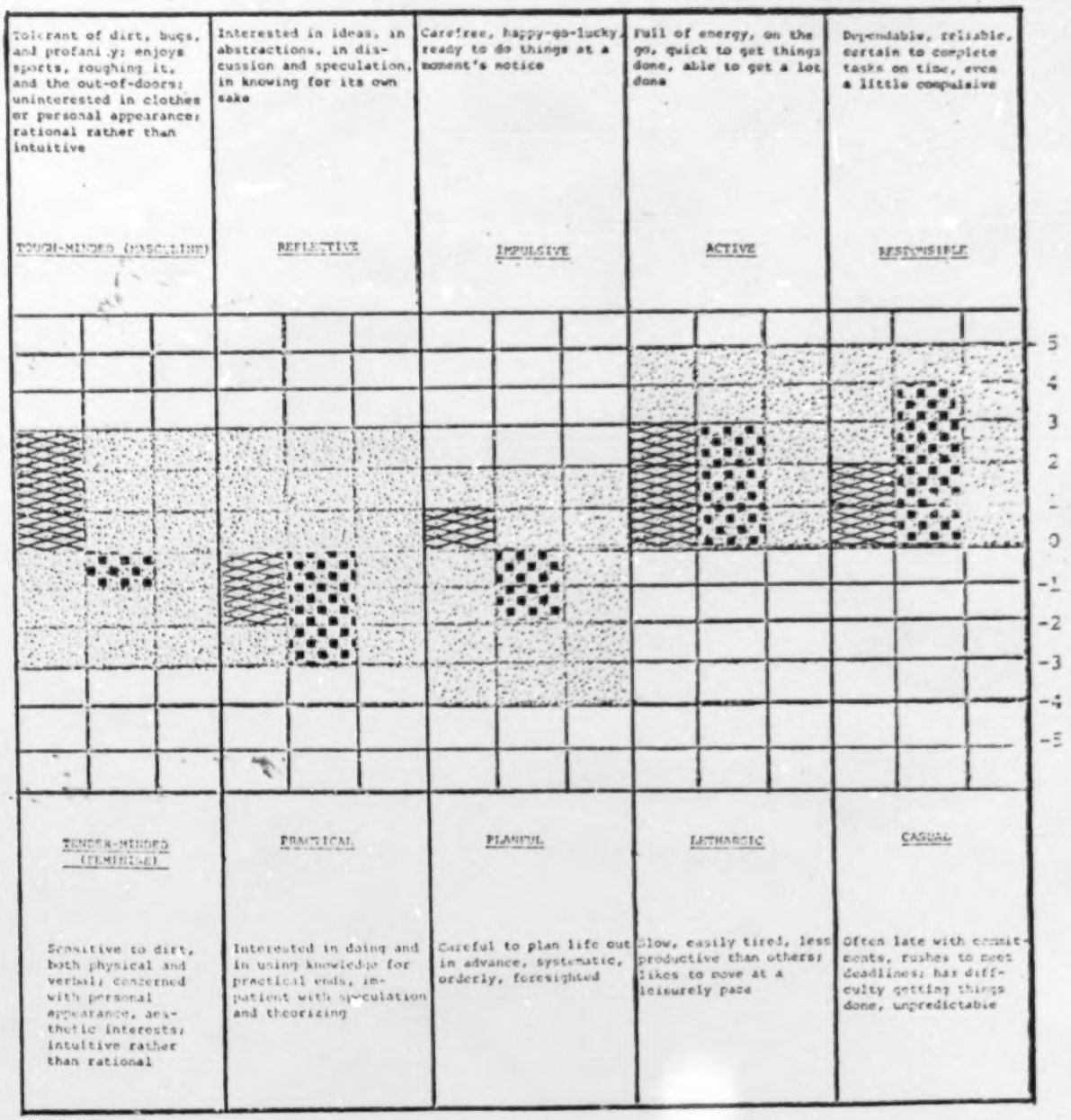
BEFORE
AFTER
DESIRED RANGE

CLIENT D


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

BEFORE
AFTER
DESIRED RANGE

CLIENT D (CONTINUED)

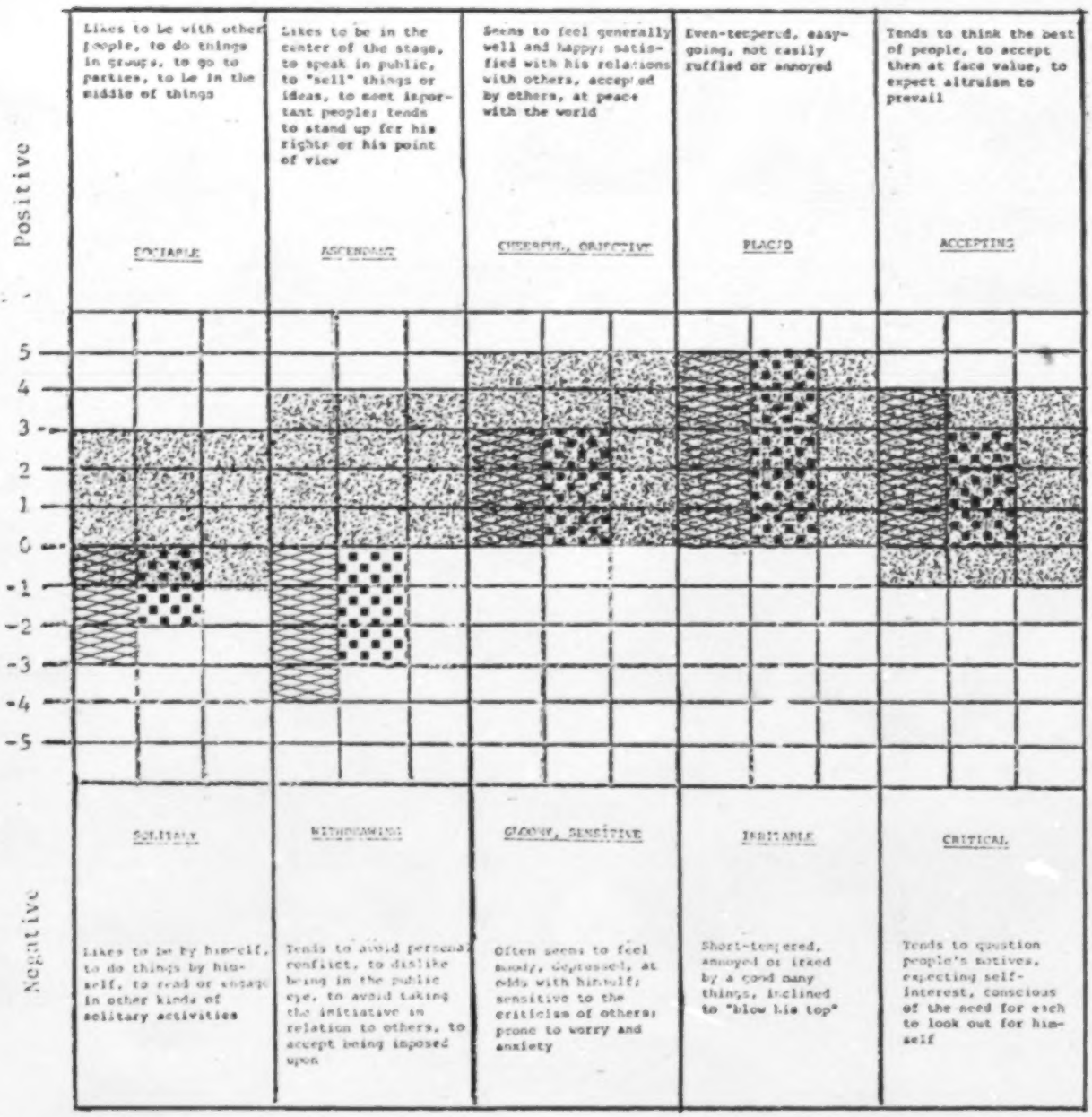

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
5
4
3
2
1
0
-1
-2
-3
-4
-5
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLAYFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

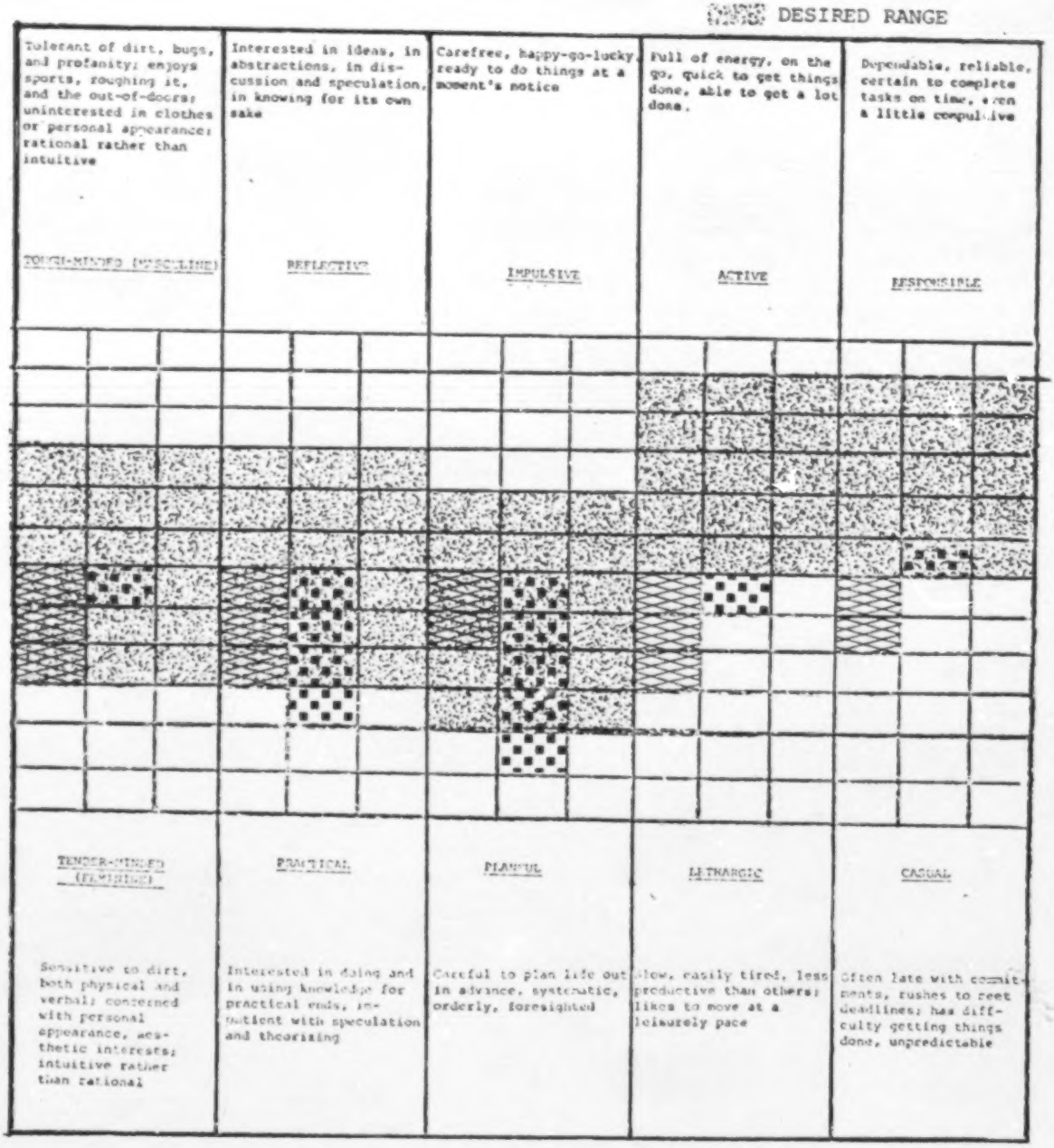
BEFORE
AFTER
DESIRED RANGE

CLIENT E


Positive
Negative
5
4
3
2
1
0
-1
-2
-3
-4
-5
Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticisms of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT E (CONTINUED)

BEFORE
AFTER
DESIRED RANGE


Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done.
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

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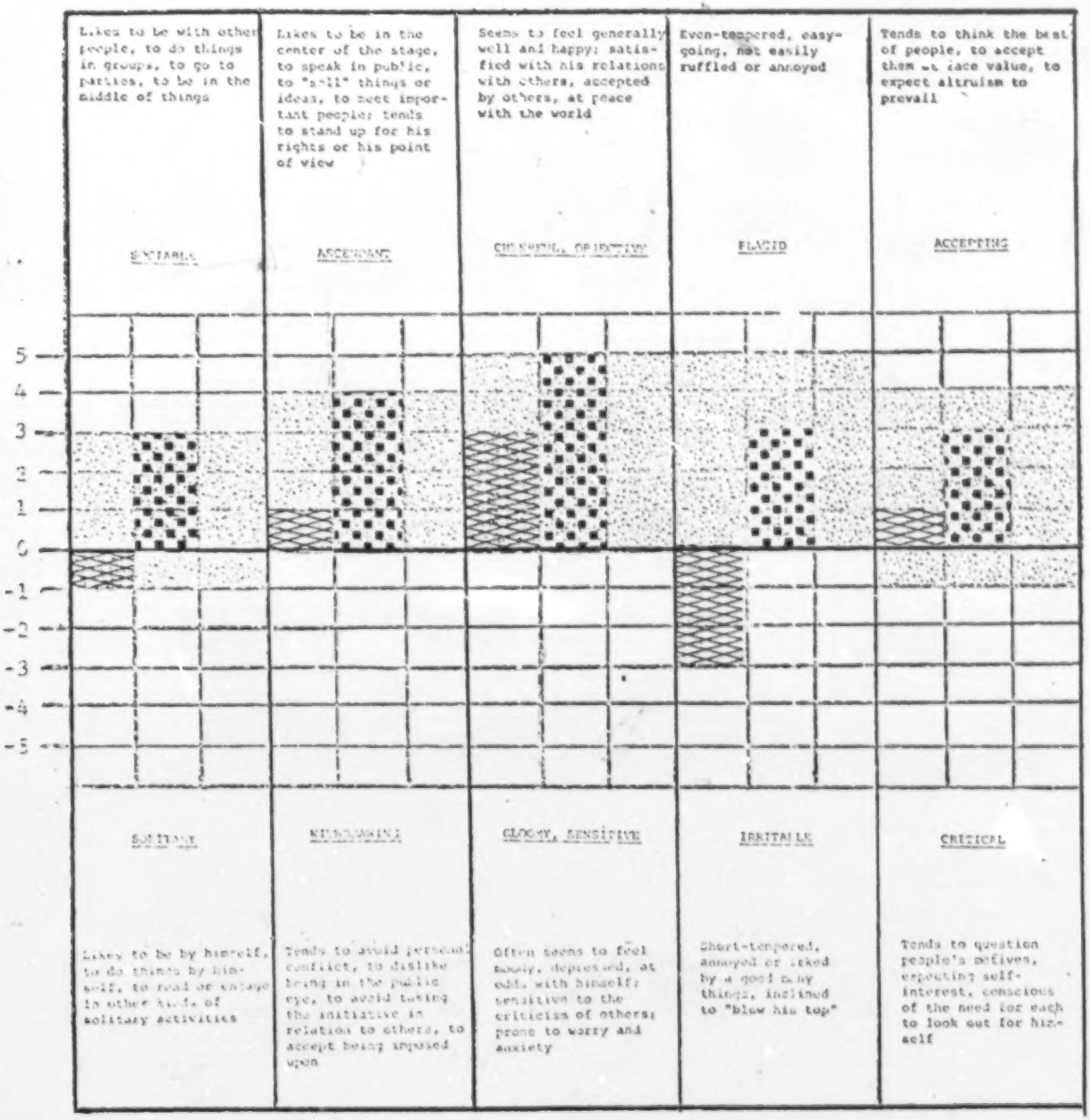
DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

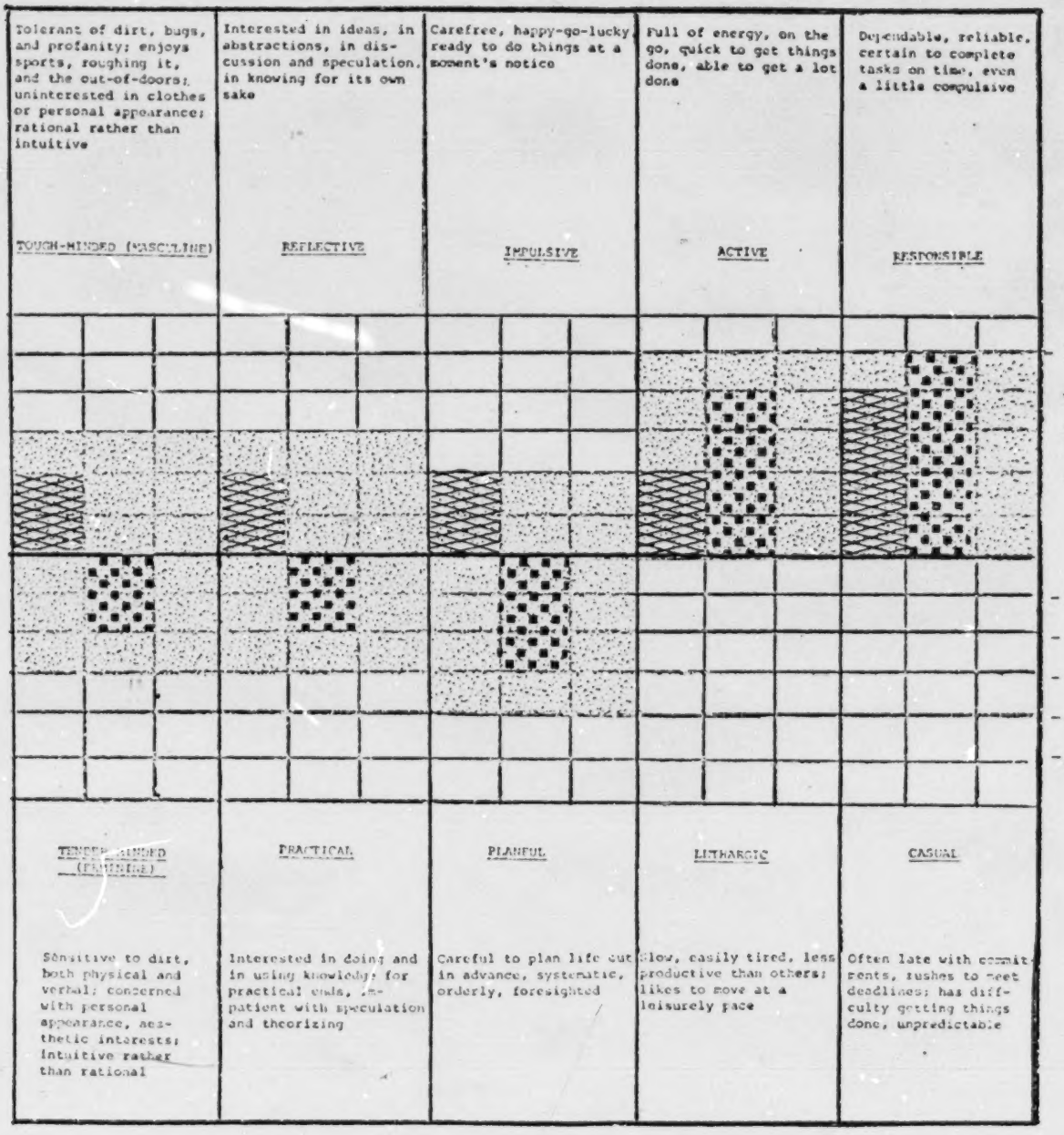
BEFORE
AFTER
DESIRED RANGE

CLIENT F


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OPTIMISTIC
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relations to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT F (CONTINUED)

BEFORE
AFTER
DESIRED RANGE


Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

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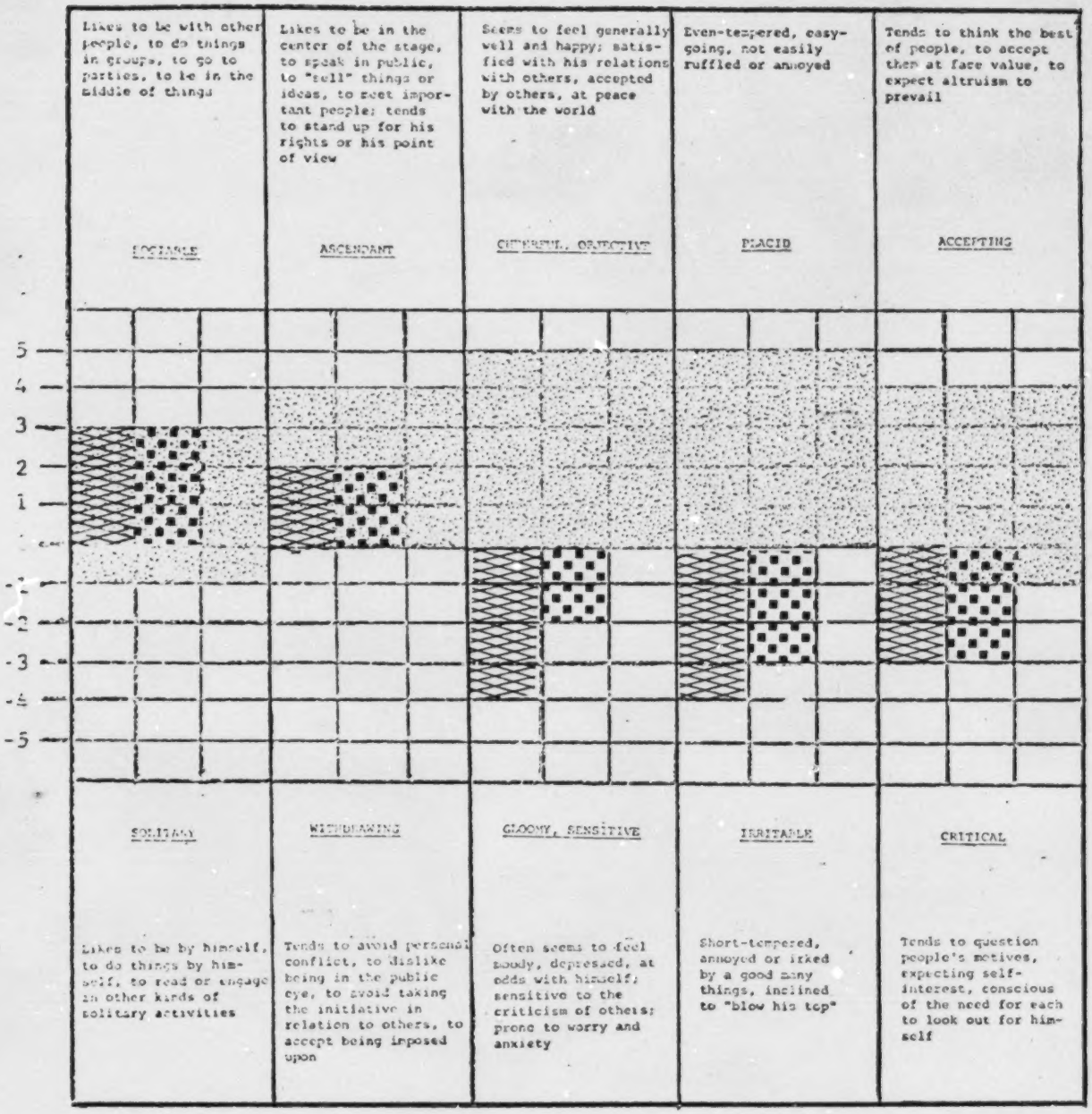
DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

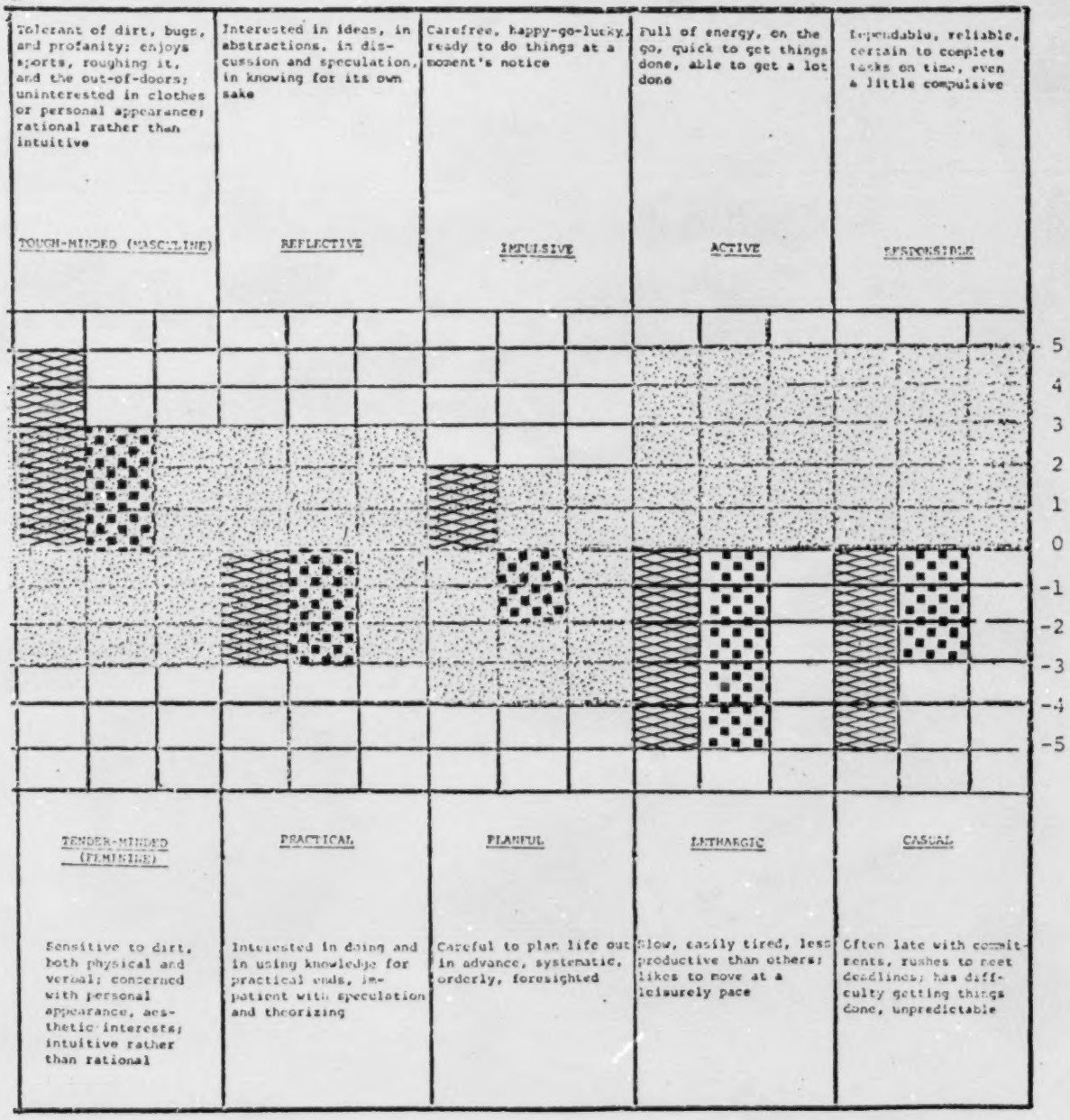
BEFORE
AFTER
DESIRED RANGE

CLIENT G


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT G (CONTINUED)

BEFORE
AFTER
DESIRED RANGE


Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
5
4
3
2
1
0
-1
-2
-3
-4
-5
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

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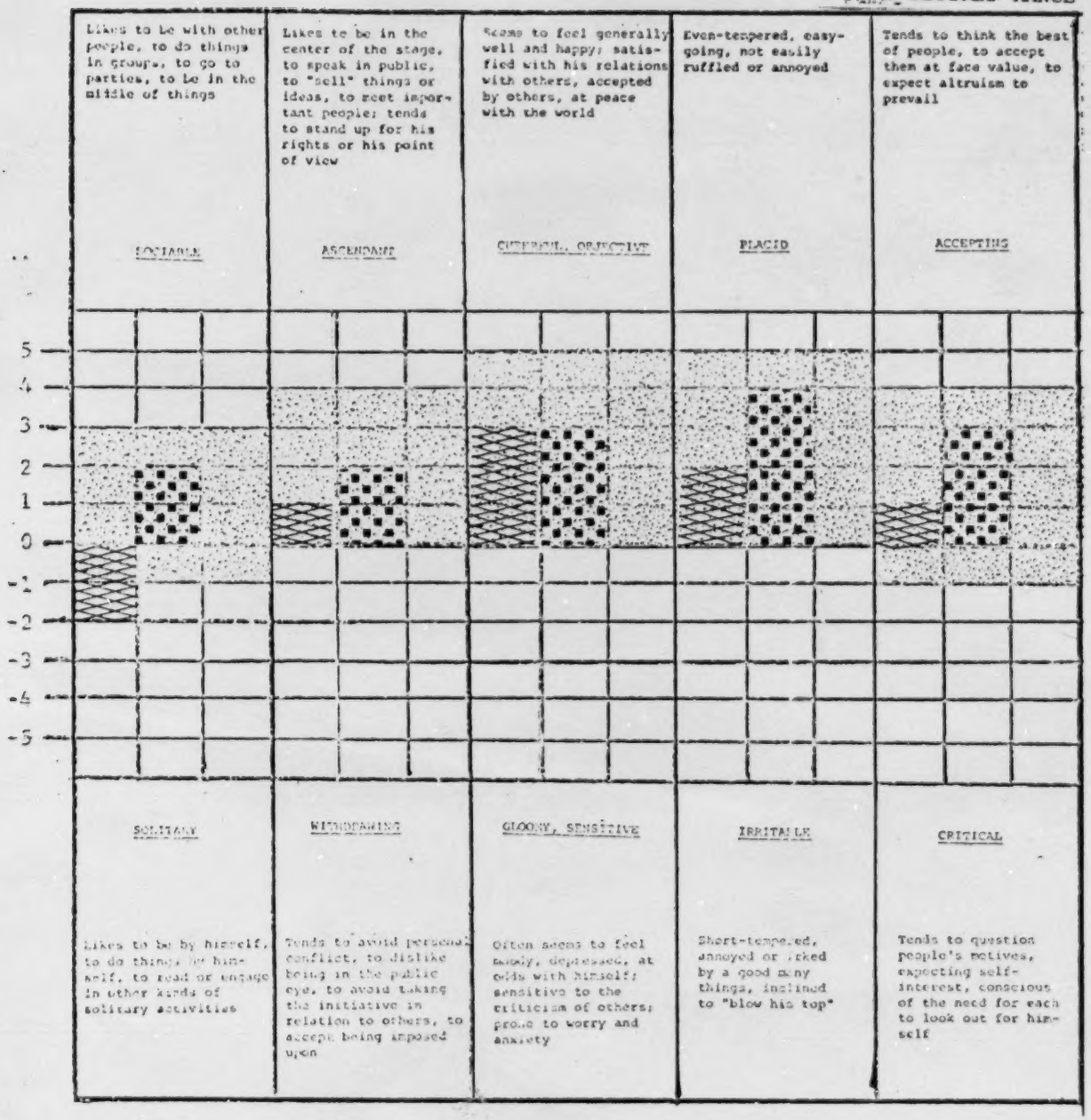
DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

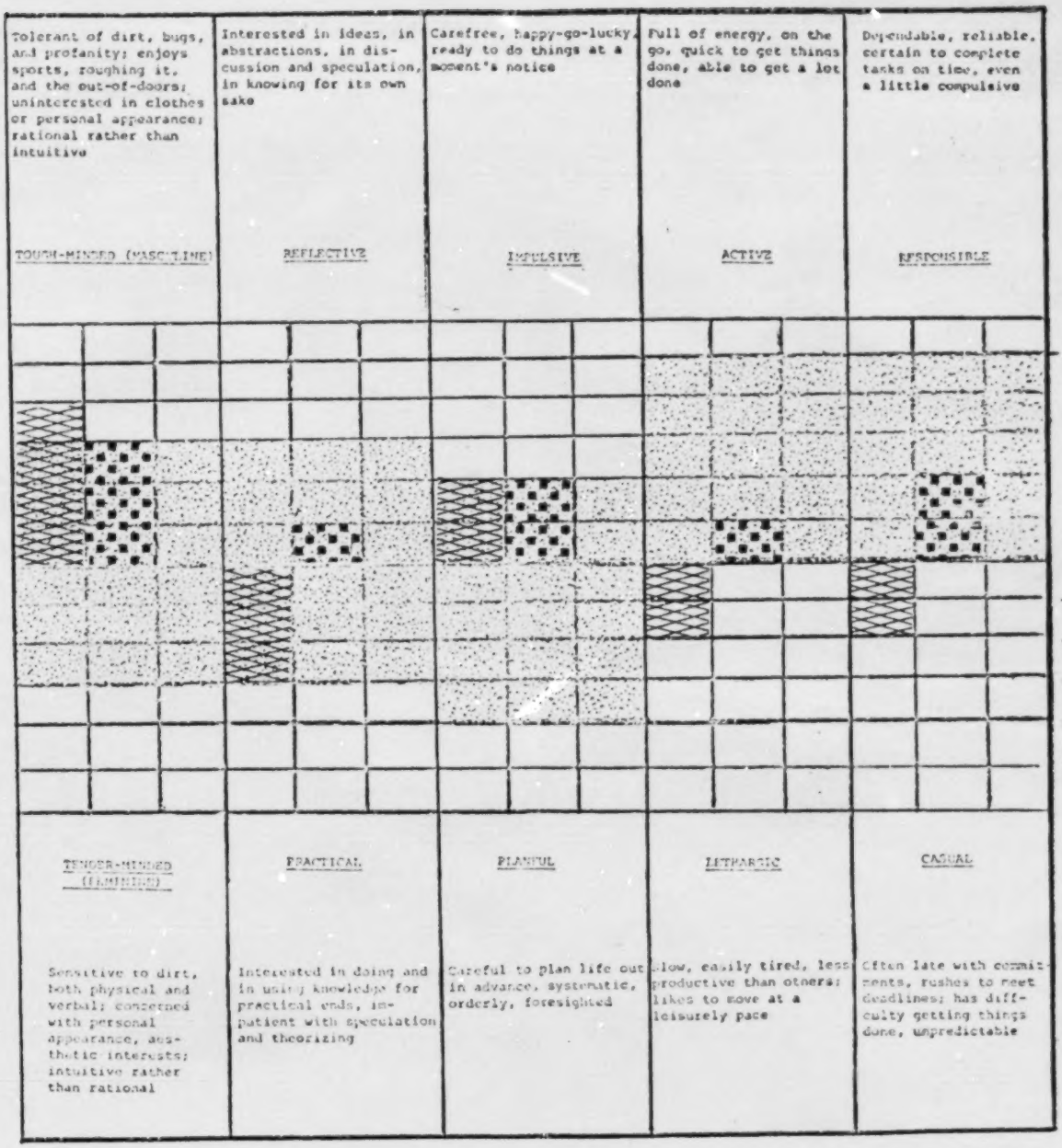
CLIENT H

BEFORE
AFTER
DESIRED RANGE


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

BEFORE
AFTER
DESIRED RANGE

CLIENT H (CONTINUED)

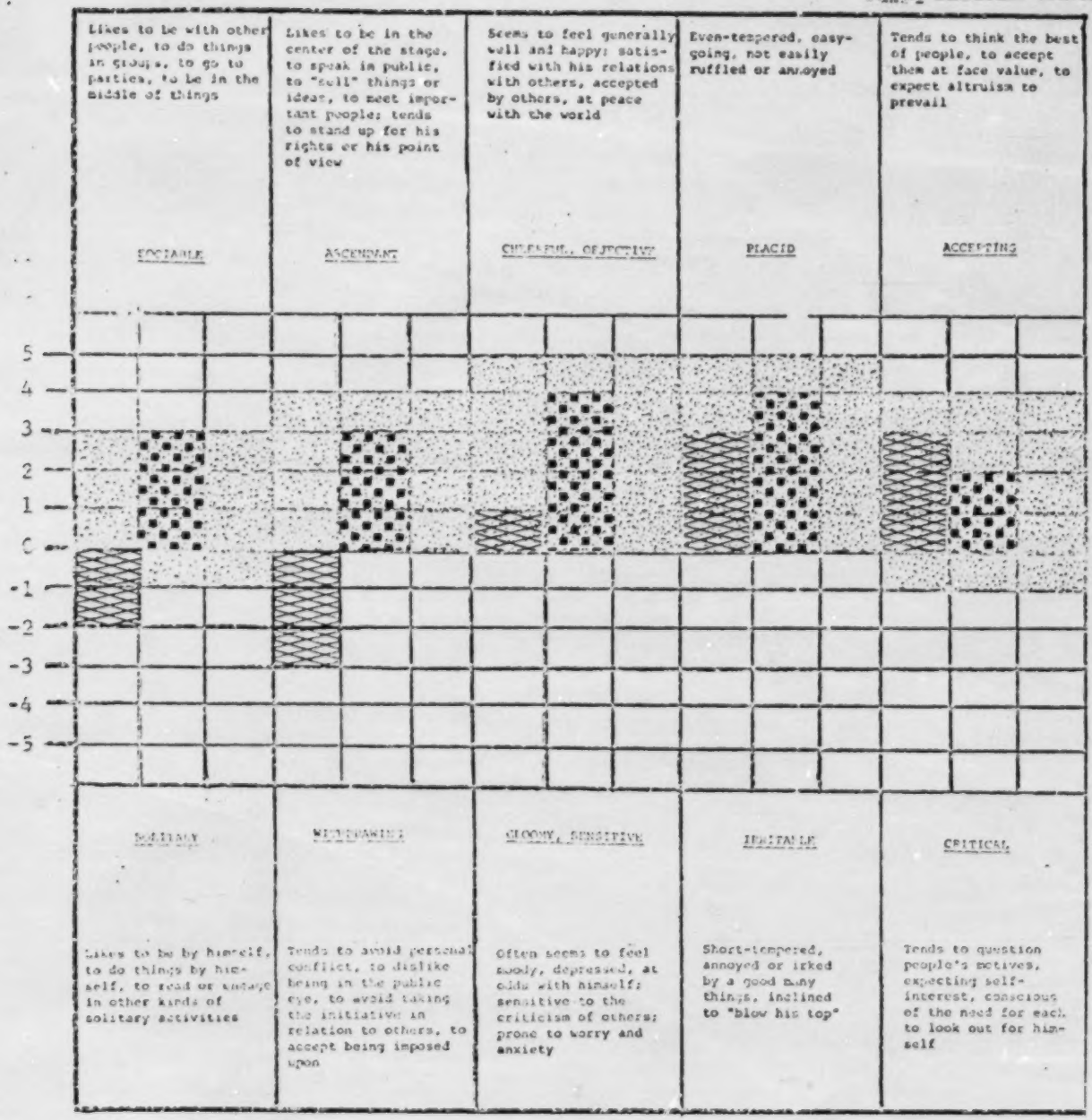

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

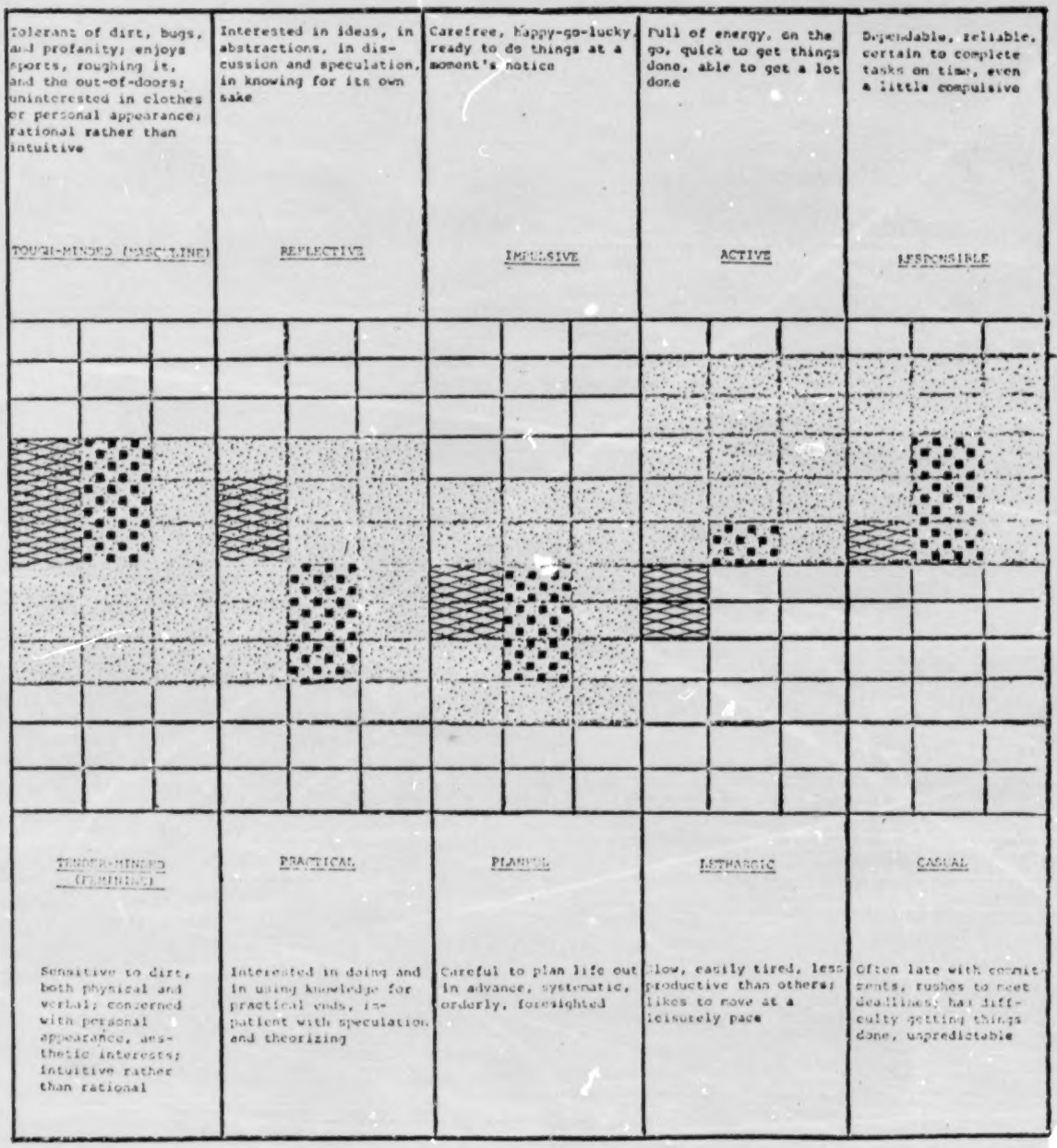
BEFORE
AFTER
DESIRED RANGE

CLIENT I


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OPTIMISTIC
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT I (CONTINUED)

BEFORE
AFTER
DESIRED RANGE

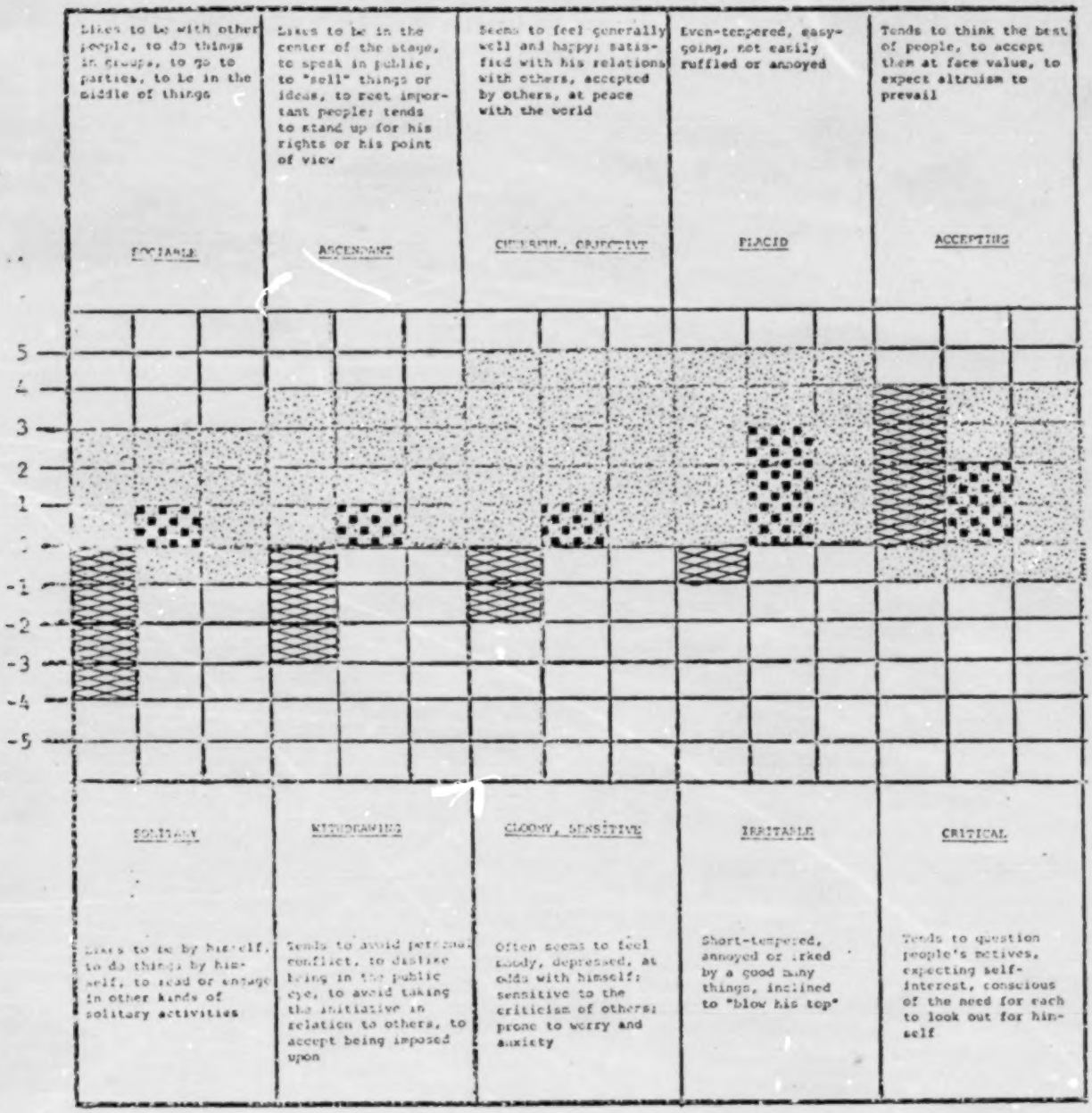

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, farsighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

BEFORE
AFTER
DESIRED RANGE

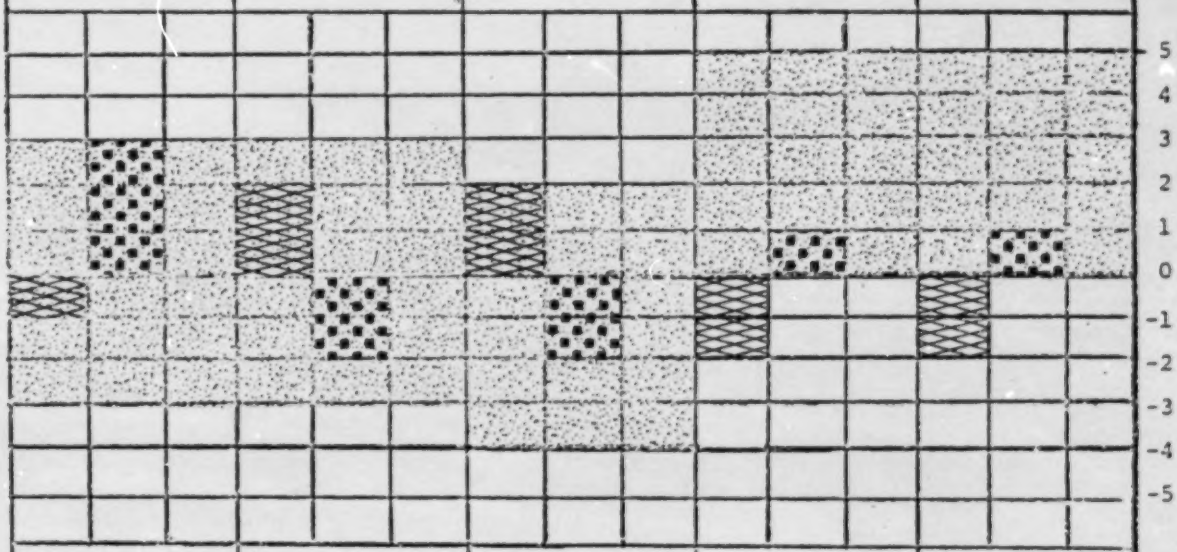
CLIENT J


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
0
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel moody, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

BEFORE
AFTER
DESIRED RANGE

CLIENT J (CONTINUED)

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive	Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake	Carefree, happy-go-lucky, ready to do things at a moment's notice	Full of energy, on the go, quick to get things done, able to get a lot done	Dependable, reliable, certain to complete tasks on time, even a little compulsive
TOUGH-MINDED (MASCULINE)	REFLECTIVE	IMPULSIVE	ACTIVE	RESPONSIBLE



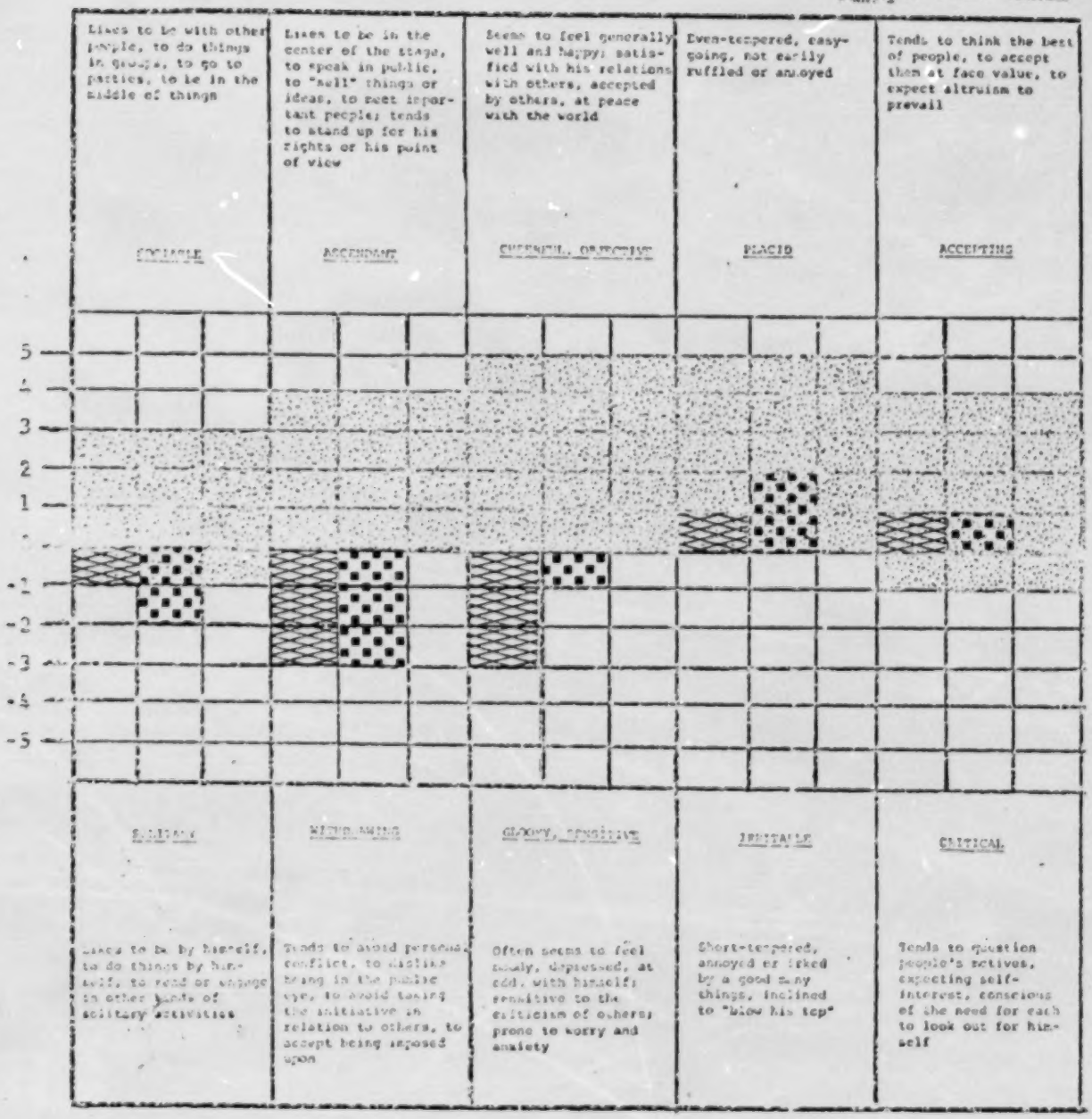
TENDER-MINDED (FEMININE)	PRACTICAL	PLANFUL	LETHARGIC	CASUAL
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational	Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing	Careful to plan life out in advance, systematic, orderly, foresighted	Slow, easily tired, less productive than others; likes to move at a leisurely pace	Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

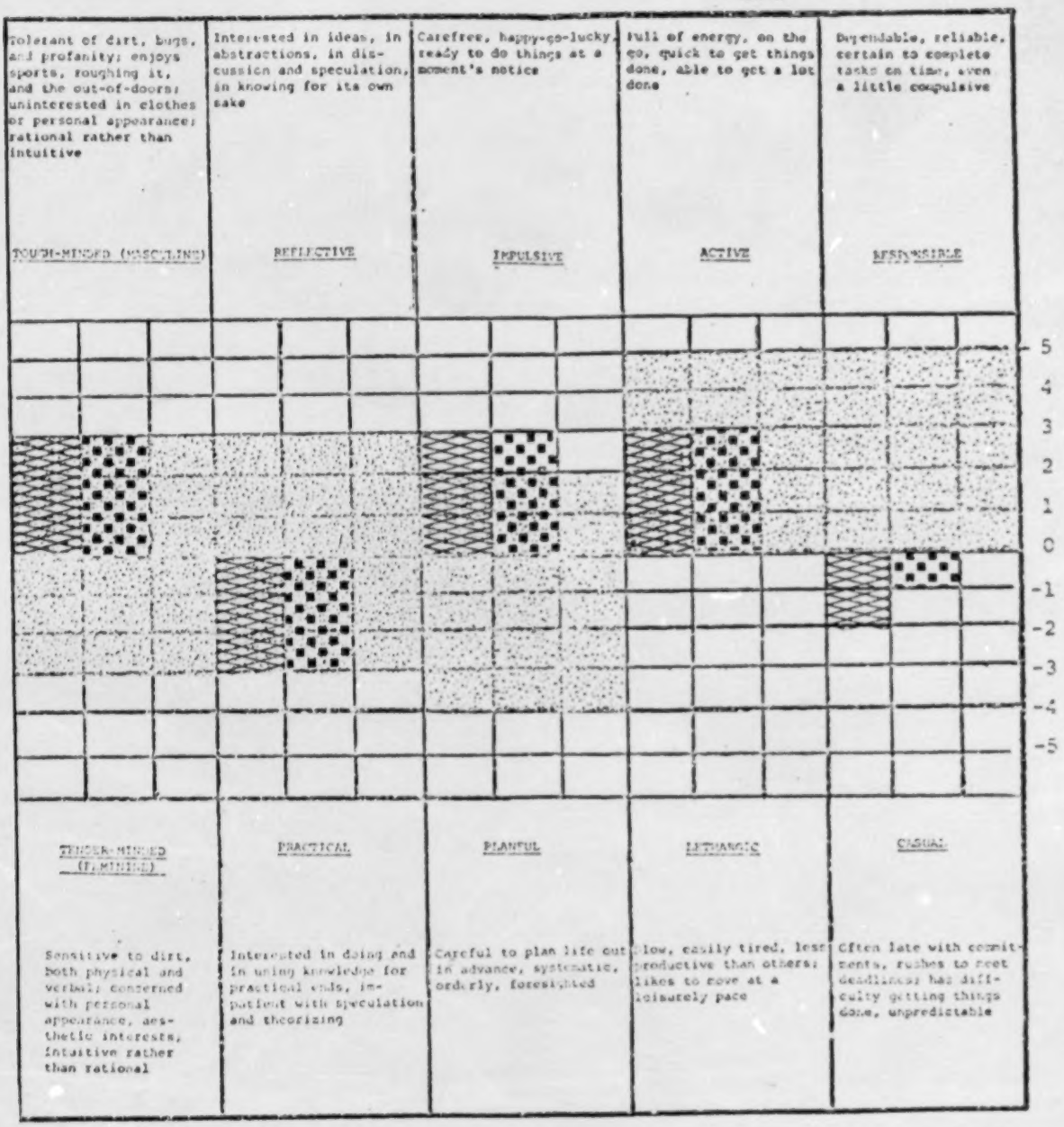
BEFORE
AFTER
DESIRED RANGE

CLIENT K


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
COMPLIANT
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
SERENE, OPTIMIST
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel lonely, depressed, at odd, with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT K (CONTINUED)

BEFORE
AFTER
DESIRED RANGE

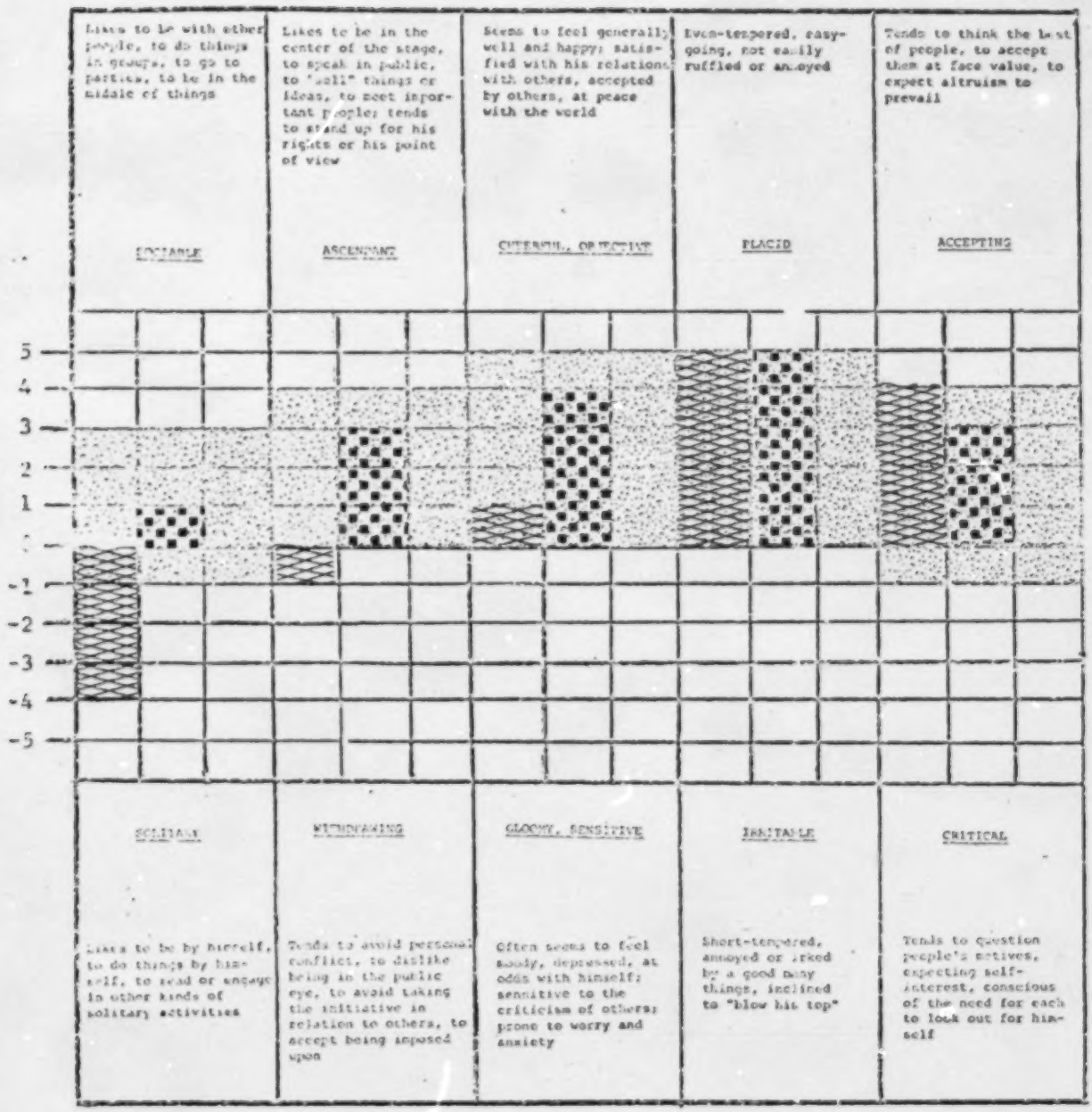

Tolerant of dirt, bugs, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive
TOUGH-MINDED (MASCULINE)
Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake
REFLECTIVE
Carefree, happy-go-lucky, ready to do things at a moment's notice
IMPULSIVE
Full of energy, on the go, quick to get things done, able to get a lot done
ACTIVE
Dependable, reliable, certain to complete tasks on time, even a little compulsive
RESPONSIBLE
5
4
3
2
1
0
-1
-2
-3
-4
-5
TENDER-MINDED (FEMININE)
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests, intuitive rather than rational
PRACTICAL
Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing
PLANFUL
Careful to plan life out in advance, systematic, orderly, foresighted
LETHARGIC
Slow, easily tired, less productive than others; likes to move at a leisurely pace
CASUAL
Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

BEFORE
AFTER
DESIRED RANGE

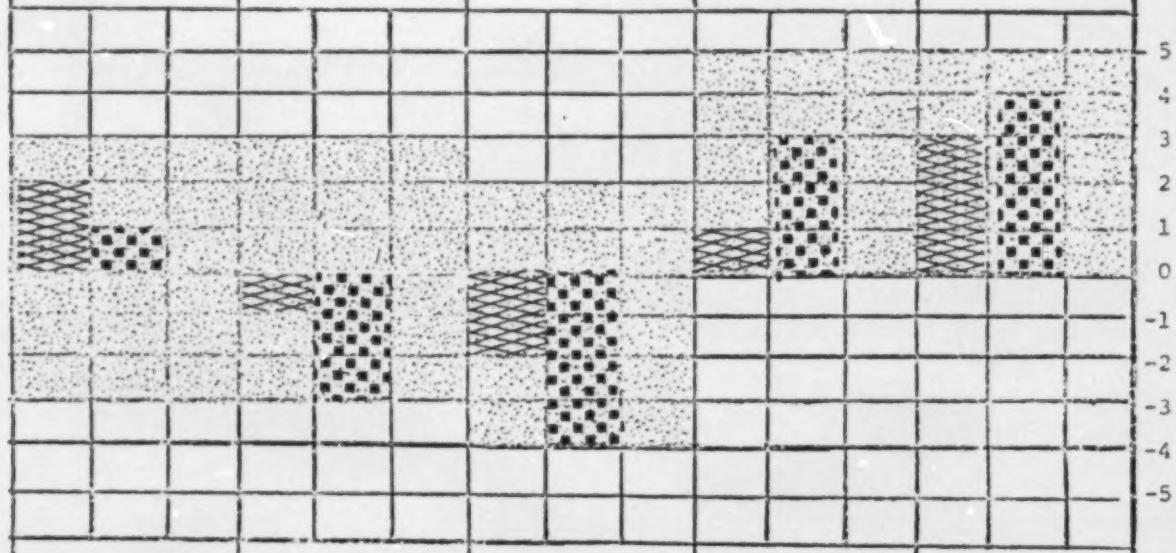
CLIENT L


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
SOCIABLE
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OPTIMIST
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
Tends to avoid personal conflict, to dislike being in the public eye, to avoid taking the initiative in relation to others, to accept being imposed upon
GLOOMY, SENSITIVE
Often seems to feel sadly, depressed, at odds with himself; sensitive to the criticism of others; prone to worry and anxiety
IRRITABLE
Short-tempered, annoyed or irked by a good many things, inclined to "blow his top"
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

BEFORE
AFTER
DESIRED RANGE

CLIENT L (CONTINUED)

Tolerant of dirt, toys, and profanity; enjoys sports, roughing it, and the out-of-doors; uninterested in clothes or personal appearance; rational rather than intuitive	Interested in ideas, in abstractions, in discussion and speculation, in knowing for its own sake	Carefree, happy-go-lucky, ready to do things at a moment's notice	Full of energy, on the go, quick to get things done, able to get a lot done	Dependable, reliable, certain to complete tasks on time, even a little compulsive
TOUGH-MINDED (MASCULINE)	REFLECTIVE	IMPULSIVE	ACTIVE	RESPONSIBLE



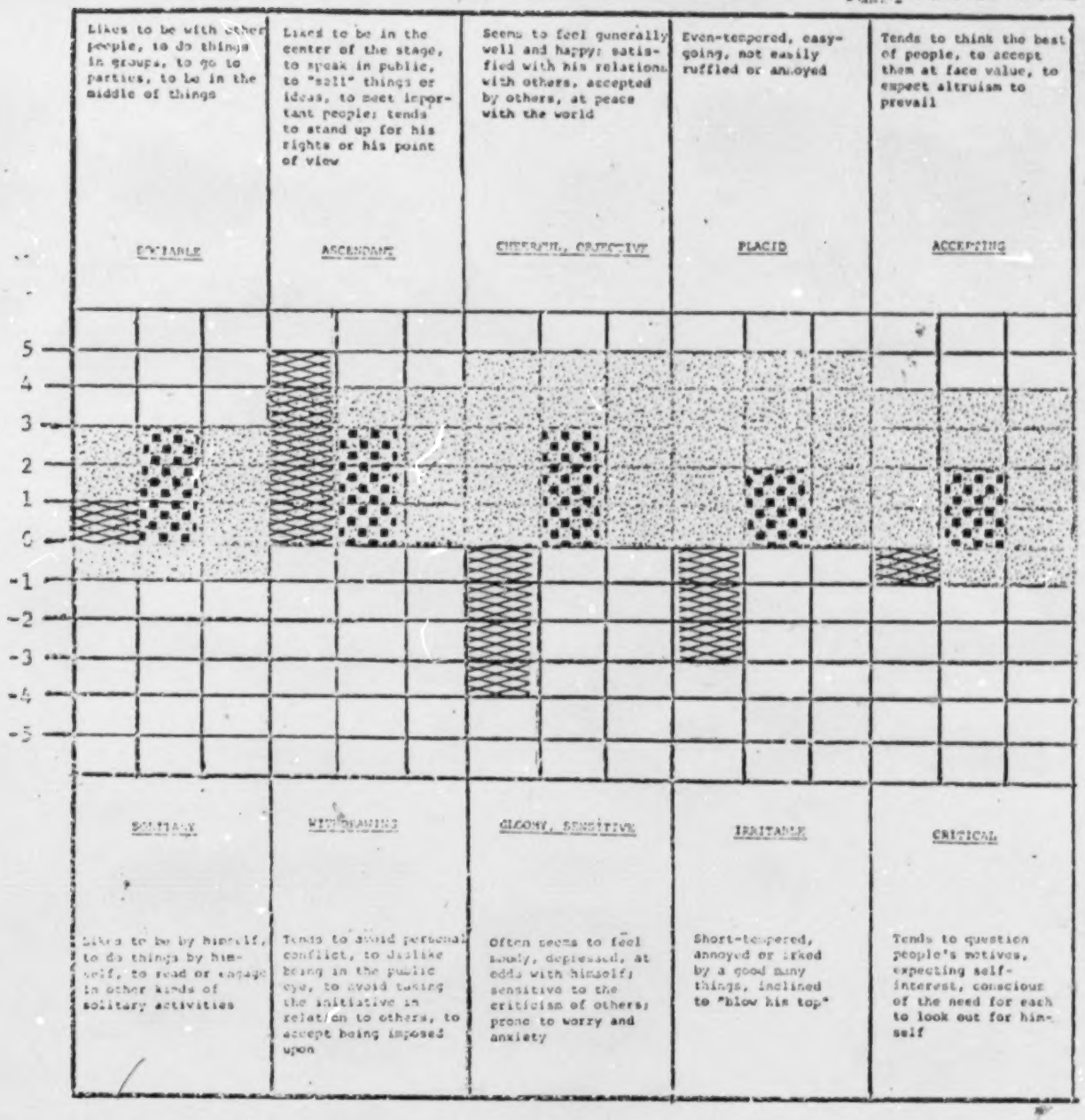
TENDER-MINDED (FEMININE)	PRACTICAL	PLANFUL	LETHARGIC	CASUAL
Sensitive to dirt, both physical and verbal; concerned with personal appearance, aesthetic interests; intuitive rather than rational	Interested in doing and in using knowledge for practical ends, impatient with speculation and theorizing	Careful to plan life out in advance, systematic, orderly, foresighted	Slow, easily tired, less productive than others; likes to move at a leisurely pace	Often late with commitments, rushes to meet deadlines; has difficulty getting things done, unpredictable

12/75

DISTRICT ONE TECHNICAL INSTITUTE - EAU CLAIRE
SOCIAL AND EMOTIONAL COMPARISON - BEFORE AND AFTER PROJECT INVOLVEMENT

CLIENT M

BEFORE
AFTER
DESIRED RANGE


Likes to be with other people, to do things in groups, to go to parties, to be in the middle of things
OUTGOING
Likes to be in the center of the stage, to speak in public, to "sell" things or ideas, to meet important people; tends to stand up for his rights or his point of view
ASCENDANT
Seems to feel generally well and happy; satisfied with his relations with others, accepted by others, at peace with the world
CHEERFUL, OBJECTIVE
Even-tempered, easy-going, not easily ruffled or annoyed
PLACID
Tends to think the best of people, to accept them at face value, to expect altruism to prevail
ACCEPTING
5
4
3
2
1
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-1
-2
-3
-4
-5
SOLITARY
Likes to be by himself, to do things by himself, to read or engage in other kinds of solitary activities
WITHDRAWING
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IRRITABLE
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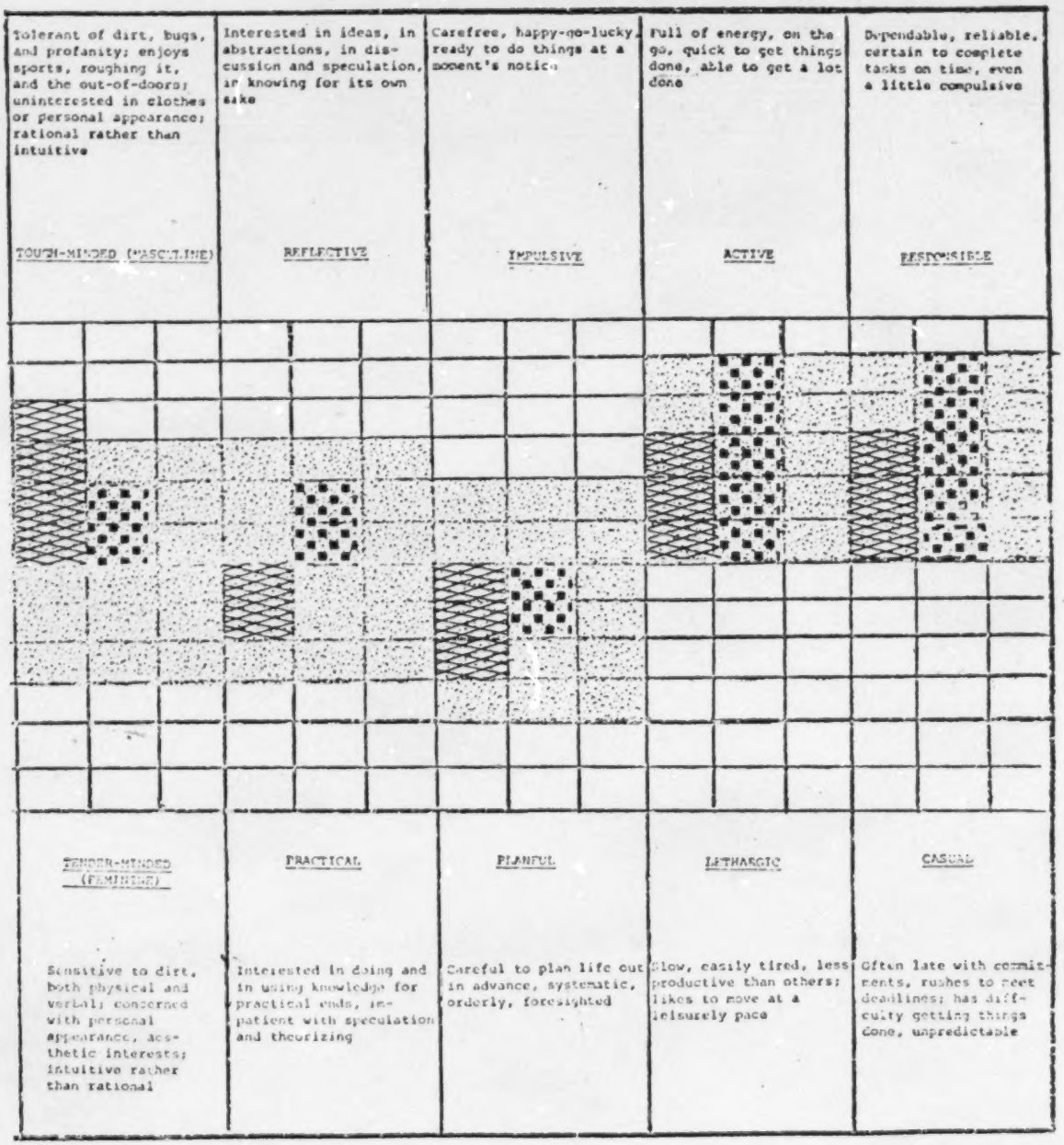
CRITICAL
Tends to question people's motives, expecting self-interest, conscious of the need for each to look out for himself

CLIENT M (CONTINUED)

BEFORE
AFTER
DESIRED RANGE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